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ABSTRACT

This report highlights the contributions of universities and colleges to local community revitalization efforts, focusing on the efforts of Community Outreach Partnership Centers (COPC), which provide seed money to institutions of higher learning to encourage and help them reach out to distressed local communities. The COPC program provides 3-year grants of up to $400,000 to encourage institutions of higher education to join in partnerships with their communities. Chapter 1 introduces some basic concepts and describes the development of the COPC program. Chapter 2 describes the maturation of the COPC program and its evolution and institutionalization within the universities and the communities. Chapter 3 depicts the involvement of institutions of higher education with their community partners on many revitalization issues through service provision, curriculum, community in the classroom, and applied research activities. Examples describe many of the ways in which COPC grantees are contributing to the renewal of urban areas. These 26 vignettes profile in-progress activities of COPC grantees and illustrate how the program is continuing to evolve and spread. Chapter 4 characterizes major institutional changes taking place in COPC programs that ensure continued university-community partnerships in community revitalization. (SLD)

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COLLEGES and COMMUNITIES

ED 448 668

Gateway to the AMERICAN Dream

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SUMMER 2000

The Office of University Partnerships

Andrew Cuomo, Secretary
U.S. Department of Housing and Urban Development

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U.S. Department of Housing and Urban Development
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The State of the Community Outreach Partnership Centers Program, 2000

HE033679

This annual report was prepared by the University Partnerships Clearinghouse, the information service sponsored by HUD's Office of University Partnerships (OUP). The annual report highlights the contributions of universities and colleges to local community revitalization efforts. You may contact the University Partnerships Clearinghouse at P.O. Box 6091, Rockville, MD 20849-6091, 800-245-2691, (fax) 301-519-5767, (e-mail) oup@oup.org, (Web site) www.oup.org.

Foreword

Among all of the diverse public and private institutions working today to help revitalize distressed American communities, colleges and universities play an increasingly influential and prominent role.

Institutions of higher education play a unique role. When they become involved in local revitalization efforts in partnership with nearby cities and towns, these schools can bring community issues into their classrooms and also take their experience and knowledge to the community. Faculty members can use their analytical skills and backgrounds—especially in economics, law, environmental management, health care, business, and information technology—to feed data into citywide improvement plans, or work one-on-one with community leaders. Through internships and service work, students can use their abundant energies and creativity to engage real-world problems as a part of their academic experience. Finally, as centers of cultural life, colleges and universities nurture neighborhood cultural traditions and make a rich variety of performances and classes available to community residents.

The role of colleges and universities is becoming more prominent. More and more, they realize that working for neighborhood revitalization not only helps the community, it also furthers the traditional objectives of education and research. Curricula are changing as these schools recognize that they are an important part of the community. New promotion and tenure criteria are beginning to reward faculty who lead community partnership efforts. Increasingly, institutions of higher education have greater insight about their roles as neighborhood employers, property owners, and developers, because they are better able to see it in the new framework of community partnership. Many even are adding community involvement to their official mission statements.

HUD is a strong advocate for these new partnerships. Community Outreach Partnership Centers (COPC)—a program of HUD's Office of University Partnerships—provides seed money to institutions of higher learning to encourage and help them reach out to distressed local communities. Since COPC began in 1994, schools participating in the program have become hubs of research and development in university-community partnerships because they work within a special kind of framework—a relationship of equals. Thanks in part to COPC, the community partnership role is growing in colleges and universities all across the country.

There are encouraging signs that these partnerships are maturing, not only within COPC schools as described in our report, but in a growing number of other colleges and universities as well. Universities are investing resources in these programs because the community partnership approach makes sense for both the schools and the communities. As a result, colleges and universities are less likely to be seen as "ivory towers," but instead as valuable members of the community—and the gateway to the American Dream for their neighbors as well as their students.

Andrew Cuomo
Secretary
U.S. Department of Housing
and Urban Development

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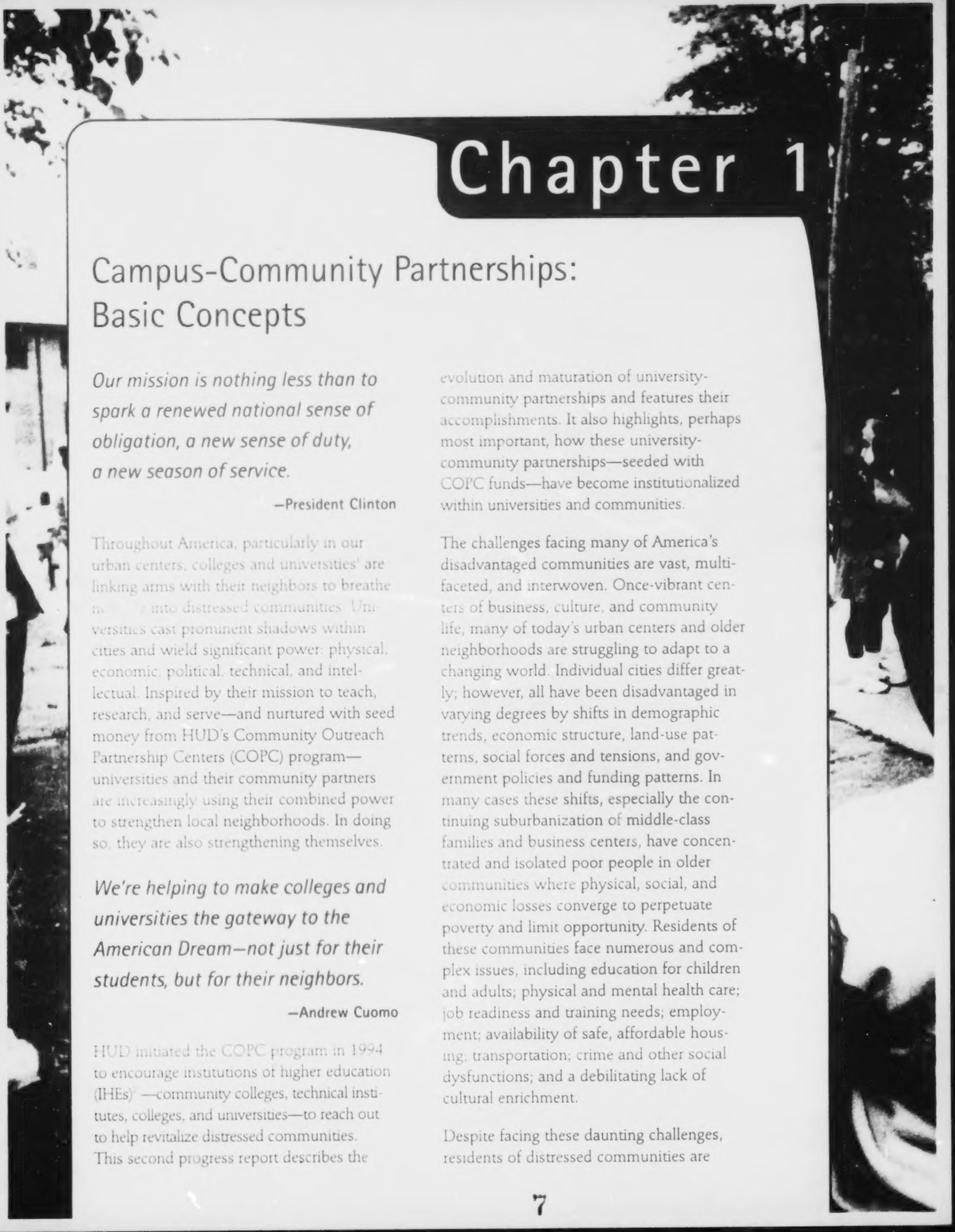

Chapter 1

Campus-Community Partnerships: Basic Concepts

> *Our mission is nothing less than to spark a renewed national sense of obligation, a new sense of duty, a new season of service.*
>
> **—President Clinton**

Throughout America, particularly in our urban centers, colleges and universities[1] are linking arms with their neighbors to breathe new life into distressed communities. Universities cast prominent shadows within cities and wield significant power: physical, economic, political, technical, and intellectual. Inspired by their mission to teach, research, and serve—and nurtured with seed money from HUD's Community Outreach Partnership Centers (COPC) program—universities and their community partners are increasingly using their combined power to strengthen local neighborhoods. In doing so, they are also strengthening themselves.

> *We're helping to make colleges and universities the gateway to the American Dream—not just for their students, but for their neighbors.*
>
> **—Andrew Cuomo**

HUD initiated the COPC program in 1994 to encourage institutions of higher education (IHEs)[2] —community colleges, technical institutes, colleges, and universities—to reach out to help revitalize distressed communities. This second progress report describes the evolution and maturation of university-community partnerships and features their accomplishments. It also highlights, perhaps most important, how these university-community partnerships—seeded with COPC funds—have become institutionalized within universities and communities.

The challenges facing many of America's disadvantaged communities are vast, multifaceted, and interwoven. Once-vibrant centers of business, culture, and community life, many of today's urban centers and older neighborhoods are struggling to adapt to a changing world. Individual cities differ greatly; however, all have been disadvantaged in varying degrees by shifts in demographic trends, economic structure, land-use patterns, social forces and tensions, and government policies and funding patterns. In many cases these shifts, especially the continuing suburbanization of middle-class families and business centers, have concentrated and isolated poor people in older communities where physical, social, and economic losses converge to perpetuate poverty and limit opportunity. Residents of these communities face numerous and complex issues, including education for children and adults; physical and mental health care; job readiness and training needs; employment; availability of safe, affordable housing; transportation; crime and other social dysfunctions; and a debilitating lack of cultural enrichment.

Despite facing these daunting challenges, residents of distressed communities are confronting many of the challenges head-on. They are not only identifying community problems but are recognizing the considerable untapped assets in their neighborhoods as well. Community-based organizations and their partners are discovering these assets and capitalizing on them to address some of the problems. Residents are organizing their neighborhoods and working in partnership with a wide variety of organizations and institutions, including COPC grantees. They have found that creating effective strategies to improve distressed neighborhoods requires the commitment, imagination, and knowledge of a mosaic of players, including socially responsible private corporations, foundations, and institutions. Among these, universities play a unique and vital role.

Unique and Powerful Campus Resources

Universities house significant, and often untapped, resources that have enormous potential value to communities. Because of their huge economic presence and tremendous credibility and resources, universities are politically powerful institutional citizens. Their leadership routinely interacts with and has access to public decisionmakers, corporate leaders, foundations, and other funding sources.

The most obvious university resource is its educational capability. As multidisciplinary educational institutions, IHEs are repositories of knowledge and centers of research, original thinking, and innovative ideas. Their faculties (and, by extension, students) offer formidable talent, expertise, and problem-solving skills relevant to every facet of life.

The wide array of disciplines within IHEs, such as health care, education, economics, law, sociology, environmental management, business, information technology, architecture and urban design, urban planning, and administration of justice, singly or in combination, are being directly applied to the problems of communities. Increasingly, colleges and universities are using the wealth of technical expertise, talent, and energy of their students and faculty to work with distressed communities. They are expanding their ability to deal with communities as a whole, going beyond traditional activities and disciplines to help create a wider set of tools to help distressed neighborhoods address their challenges. Historically, when universities reached out to their communities, it was their planning departments, social work schools, or education students. More recently, other disciplines within IHEs are using their experience and expertise to work with local residents to help improve their neighborhoods. Medical schools, MBA programs, and arts departments, among others, are becoming involved in community partnerships.

Universities are powerful forces in shaping the physical character of communities. As highly visible property owners and developers, they help determine their neighborhoods' physical forms and identities. The university's real estate, construction, and expansion activities strongly affect neighboring land uses. Universities' architecture and planning programs are working with local community development corporations and community-based organizations as active partners in the revitalization of distressed neighborhoods. Business schools are lending their expertise to community entrepreneurs, breathing new life into abandoned commercial and retail districts.

IHEs are major economic forces within their regions. Typically one of the area's largest employers, universities also regularly purchase large amounts of goods and services. Faculty, staff, and students generate demand for housing near the university and represent spending power for various retail goods and services beyond what is offered on campus. The university population living near campus has a personal interest in protecting its investment and living environment. IHEs can also help communities leverage additional resources for community efforts, bringing both additional credibility and visibility to local projects.

Universities are great centers of cultural life and, as such, work in partnership with communities to plan cultural events and celebrations. They also make opportunities available to area residents to participate in fine and performing arts classes, performances, and other culturally enriching experiences.

Colleges and Communities Address Complementary Interests

Urban universities are key stakeholders within neighborhoods. Because of their vast resources and investments, university partnership in community revitalization efforts is essential. IHEs are finding that by being active partners in community revitalization, they not only create tools that allow communities to address their needs but also further their own missions. Likewise, communities are being transformed through active partnerships with local IHEs.

Although there have always been examples of university-community partnerships, the explosive growth of these partnerships and the range of activities they are nurturing point to a new way of thinking on university campuses nationwide. IHEs and communities are dismantling the walls that have historically kept them apart and now recognize what they have to offer each other. In short, they are creating partnerships among equals.

Universities are enriched by their partnership with communities. Educators and students learn from the practical application of ideas and, more important, from residents who have an intimate, real-life understanding of neighborhood challenges. Working with residents to improve their communities results not only in new ideas and approaches but also in students' enlightened commitment to such efforts. Working in partnership on neighborhood revitalization programs and projects has given university faculty and students valuable insights into the realities of urban problems and public policies and encouraged universities to adopt models of applied research that are both interdisciplinary and ongoing.

Many IHEs are working with communities on the opposite side of town—some even in another city entirely—whereas others have joined with their neighboring communities to address problems that directly affect both the community and the university. For IHEs working across town, helping revitalization efforts reinforces their obligation to help build healthy neighborhoods in the broader community. For IHEs that are located within low-income neighborhoods, supporting revitalization results in protecting their investments, because neighborhood quality can affect the university's ability to recruit and retain students, faculty, and staff. Universities and communities have other common interests and concerns that are best addressed when they have established a good working relationship. Concerns that affect both, such as crime and safety problems, can be better addressed cooperatively. Working together creates a common bond, as well as a common front, and enhances both parties' public image.

In addition, the community and the university share many interests. Actions by one can affect the other. IHEs are interested in how the neighborhoods change and develop. At the same time, surrounding neighborhoods are affected by the changing character of the university, especially its expansion plans and land acquisition needs. Concerns regarding planned developments can be communicated through a university-community partnership. Partnerships also facilitate joint responses to actions contemplated by a third party that affect both partners.

Colleges Provide Gateways for Community Partners

Because universities command a wealth of resources, their efforts as community partners bring effectiveness and efficiency to the union. Universities and communities are listening to each other and developing a diverse range of activities, and IHEs are providing gateways to opportunity for those communities that would not otherwise have them available. Although university activities within local communities used to be limited to short-term, single-purpose efforts, they are now often part of a larger vision to help communities rebuild themselves from the inside out. These gateways are now focusing on the long-term impact of their joint efforts and include:

- Clarifying community needs and future plans by gathering and analyzing information.
- Joining with the community to plan and staff initiatives to improve health care through prevention of risky behaviors; provision of maternal and child care, preventive medicine, and routine care; and education on environmental health and safety.
- Training teachers, with assistance from the community, for work in inner-city school environments through educational outreach programs, mentoring, or continuing education.
- Capacity building of local community development organizations by working with neighborhood leaders through training and technical, administrative, financial, and in-kind support.

- Identifying, recruiting, and leveraging additional intellectual, financial, educational, and in-kind resources to support community revitalization efforts.
- Community planning to develop housing and commercial real estate as part of a larger, comprehensive strategy within a consensus-based vision for the community.
- Training in and access to information technology for community residents.
- Fostering economic development by encouraging faculty and students to work with neighborhood residents in economic development projects or business mentoring programs and by providing neighborhood residents access to relevant university courses and activities.

HUD Acts as Catalyst for Maturation of Community Partnerships

Historically, the relationships between universities and communities have been uneasy. Because of inward-facing campus design and the private nature of their activities, many urban universities have separated themselves from their neighborhoods. In addition to a physical separation, IHEs and their communities have often maintained social and economic separation. Nonetheless, universities have long been engaged in various volunteer community-service programs nearby and far away from campus, most of which emphasize university contributions rather than partnerships. More recently, IHEs have expanded their work with distressed communities, supplementing their traditional efforts with more diverse activities involving various disciplines. Conventional ways of thinking have given way to more creative collaborations with a wider array of local partners.

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HUD's creation of the Office of University Partnerships (OUP) in 1994 recognized that community problems must be solved by the communities themselves through partnerships that engage all participants. HUD's promotion of university-community partnerships and commitment to serve as a catalyst and facilitator for the partnerships have helped program participants and their partners leverage millions of non-Federal dollars, create innovative models for community revitalization, and institutionalize university-community relationships that will continue to develop and mature well into the new millennium. Through its university initiatives, the Department has created a support system and framework that motivates universities and communities together to solve their problems in their own ways. As a result, IHEs and local communities have reexamined themselves and how they interact. Universities are adapting their missions, curriculums, and promotion and tenure criteria to reflect the maturing partnerships and community activities they are nurturing,

Basic Concepts

HUD Fosters Partnerships

HUD's **Office of University Partnerships (OUP)**—solely devoted to promoting university-community partnerships—is the only one of its kind among Federal agencies. Established to encourage and expand the efforts of colleges and universities that are striving to make a difference in their communities, OUP is part of the Department's Office of Policy Development and Research. OUP is committed to helping universities join with their neighbors in partnerships that address urban problems—partnerships that enable university students, faculty, and neighborhood organizations to work together to revitalize the economy, generate jobs, and rebuild healthy cities.

In addition to the Community Outreach Partnership Centers (COPC) program, OUP administers the following grant programs to foster university partnerships:

- Community Development Work-Study is designed to attract more minority and disadvantaged students to academic programs in community planning and development. Colleges and universities use this program to offer financial aid and work experience to students enrolled in a full-time graduate program in community development or a closely related field.
- Hispanic-Serving Institutions Assisting Communities is designed to help Hispanic-serving colleges and universities expand their role and effectiveness in addressing local community development needs such as neighborhood revitalization, housing, and economic development.
- The Doctoral Dissertation Research Grant Program finances Ph.D. dissertations on housing and urban development issues.
- Alaska Native/Native Hawaiian Institutions Assisting Communities is designed to help Alaska Native and Native Hawaiian colleges and universities expand their roles and effectiveness in addressing local community development needs such as neighborhood revitalization, housing, and economic development.

The COPC program, an initiative of OUP, provides 3-year grants of up to $400,000 to encourage institutions of higher education to join in partnerships with their communities. COPCs play an active and visible role in community revitalization—applying research to real urban problems, coordinating outreach efforts with neighborhood groups and residents, acting as a local information exchange, galvanizing support for neighborhood revitalization, developing public service projects and instructional programs, and collaborating with other COPCs. In neighborhoods across America, COPCs are responding to the most urgent needs of urban communities.

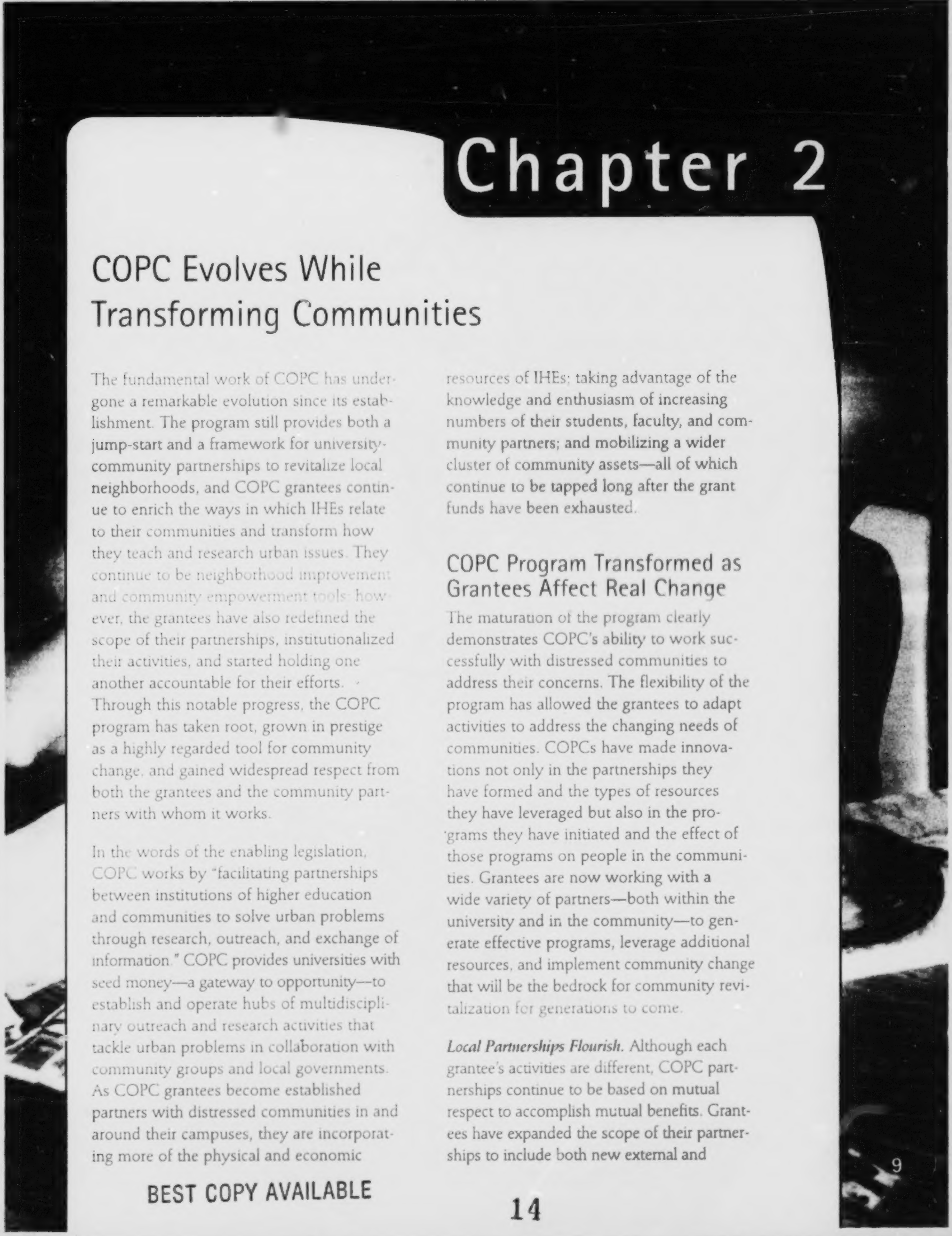
thus institutionalizing their joint efforts to revitalize local communities.

The succeeding chapters illustrate how COPC has become a way of life at colleges and universities nationwide. Chapter 2 describes the maturation of the COPC program and its evolution and institutionalization within both the universities and the communities. Chapter 3 depicts IHE's involvement with their community partners on a myriad of revitalization issues through service provision, curriculum, community in the classroom, and applied research activities. Examples describe many of the ways in which COPC grantees are contributing to the renewal of urban America. These vignettes profile in-progress activities of COPC grantees across the country and illustrate how the program is continuing to evolve and spread, with neighborhoods driving the direction of the progress. Chapter 4 characterizes the major institutional changes taking place in COPC programs that ensure continued university-community partnerships in community revitalization.

ENDNOTE

The words *college* and *university* are used interchangeably throughout the text. They refer to all institutions of higher education including community colleges, technical institutes, 2- and 4-year colleges, and universities. The use of the term *university* is not meant to minimize the important role that 2- and 4-year colleges play in developing and sustaining community partnerships.

Specifically as described in the COPC Notice of Funding Availability (NOFA): "public and private profit and nonprofit institutions of higher education granting two- or four-year degrees and accredited by a national or regional accrediting agency recognized by the U.S. Department of Education."



Chapter 2

COPC Evolves While Transforming Communities

The fundamental work of COPC has undergone a remarkable evolution since its establishment. The program still provides both a jump-start and a framework for university-community partnerships to revitalize local neighborhoods, and COPC grantees continue to enrich the ways in which IHEs relate to their communities and transform how they teach and research urban issues. They continue to be neighborhood improvement and community empowerment tools; however, the grantees have also redefined the scope of their partnerships, institutionalized their activities, and started holding one another accountable for their efforts. Through this notable progress, the COPC program has taken root, grown in prestige as a highly regarded tool for community change, and gained widespread respect from both the grantees and the community partners with whom it works.

In the words of the enabling legislation, COPC works by "facilitating partnerships between institutions of higher education and communities to solve urban problems through research, outreach, and exchange of information." COPC provides universities with seed money—a gateway to opportunity—to establish and operate hubs of multidisciplinary outreach and research activities that tackle urban problems in collaboration with community groups and local governments. As COPC grantees become established partners with distressed communities in and around their campuses, they are incorporating more of the physical and economic resources of IHEs; taking advantage of the knowledge and enthusiasm of increasing numbers of their students, faculty, and community partners; and mobilizing a wider cluster of community assets—all of which continue to be tapped long after the grant funds have been exhausted.

COPC Program Transformed as Grantees Affect Real Change

The maturation of the program clearly demonstrates COPC's ability to work successfully with distressed communities to address their concerns. The flexibility of the program has allowed the grantees to adapt activities to address the changing needs of communities. COPCs have made innovations not only in the partnerships they have formed and the types of resources they have leveraged but also in the programs they have initiated and the effect of those programs on people in the communities. Grantees are now working with a wide variety of partners—both within the university and in the community—to generate effective programs, leverage additional resources, and implement community change that will be the bedrock for community revitalization for generations to come.

Local Partnerships Flourish. Although each grantee's activities are different, COPC partnerships continue to be based on mutual respect to accomplish mutual benefits. Grantees have expanded the scope of their partnerships to include both new external and internal partners that reflect the multidisciplinary approach of the program. Partnerships now incorporate a cornucopia of players beyond the imagination of initial program designers. University players, which in the early years most often included faculty and students from planning and architecture programs, are being joined by new participants such as health and medical students, education departments, and criminal justice programs. External partners now include community development corporations, neighborhood associations, community-based organizations, local banks, city departments, and elected officials (including mayors' offices in many cities). This array of partnerships illustrates the maturation of the program, enhances the credibility of the grantees in their communities, and demonstrates the expansion of revitalization strategies.

Through the commitment of its partners, the COPC program has transformed the nature of the university-community relationship from one of mutual distrust to one embracing a bond of cooperation. According to Wim Wiewel and Michael Lieber from the University of Illinois, Chicago, "Over time, the most important change among partners is the ability of each to see problems as the other partner perceives them."[1] Initially, university and community groups had different agendas, making partnership and trust building very challenging. Open communication and constant attention ensured parallel thinking between partners not only about specific activities but about building long-term relationships. Through the dedication of all the partners to a long-term process and their willingness to change their old ways of thinking and resolve misunderstandings and disagreements, the hard work involved in building and maintaining these

partnerships is paying off. Both the universities and the communities have changed their perceptions of each other. As a result of the knowledge gained from the interactions among partners, COPC is transforming and enriching the way universities teach various courses so that they are based more on learning **from** communities than **about** them.

As the program has matured and become a more prominent force in neighborhoods, IHEs, their partners, and communities at large have become more committed to working together. The COPC program compels universities to abandon an authoritative role in favor of becoming a resource to the community. The goals and priorities of neighborhood residents—not a university-driven perception of what may be appropriate for the neighborhood—guide COPC activities. In the COPC program, community advisory committees identify local needs and develop strategies. Grantees work in partnership with community-based organizations to form mutually beneficial relationships, and all research has a direct application to actual community problems and current initiatives.

Seed Money Leverages Opportunity. Although COPC grants are relatively small—up to $400,000—grantees are playing an active and visible role in community revitalization nationwide. From 1994 to 1999, HUD funded 119 IHEs in 37 states and the District of Columbia (see map), with a total COPC program budget of $45 million.

COPC grants have a far greater impact than their dollar value indicates. Grantees raise matching funds equivalent to at least a quarter of the total project costs of proposed outreach and half of research activities, laying a solid foundation for sustained action in the chosen communities. The $45 million in COPC grants made between 1994 and 1999 leveraged at least $50 million in non-Federal matching funds from a broad group of diverse partners, including other university funds, local governments, corporations, and foundations. As the visibility and prominence of the program increases, grantees are able to attract additional resources from entities never before involved with the university or the community outreach. National foundations and nonprofit groups now work with COPCs to build the capacity of the neighborhoods in which they are working. Fannie Mae, the Local Initiative Support Corporation (LISC), and the Enterprise Foundation all work with IHEs to help them tap into the wealth of assets and potential within their nearby communities. COPCs also use local funds to supplement their national resources.

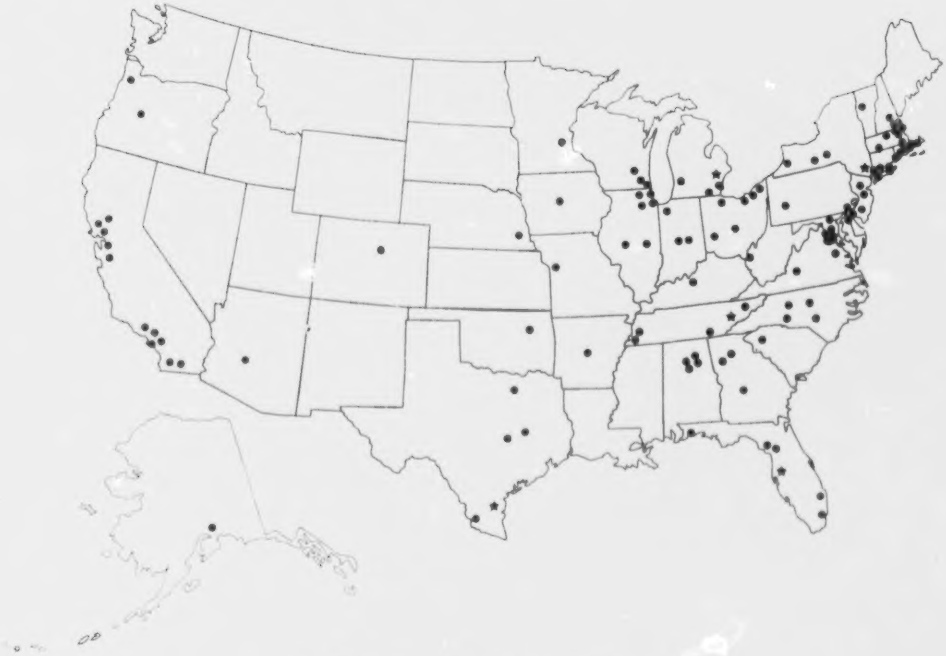
The COPC match, like other university funds that flow into the partnerships, is an investment and a pledge of continuing involvement in the community. As the universities increase their dedication to COPC activities, they also increase their commitment to a sustained and ongoing relationship with their local communities. COPC grants and the resources they mobilize from the university and elsewhere engender confidence among partners in community-building efforts as well as an awareness of shared commitment and mutual benefit.

Creative Local Initiatives Enrich Community Life. Solutions to the problems of distressed neighborhoods are as varied as the neighborhoods themselves and the communities that surround them. No one-size-fits-all strategy can be successful. COPC is based on the understanding that flourishing local redevelopment initiatives tend to be directed by local stakeholders who know the community best. Consequently, the COPC program places relatively few restrictions on the types of outreach, technical assistance, communication, and research activities carried out with grant funds.

Although Congress did specifically prohibit the use of COPC funds for actual construction, rehabilitation, and other physical development activities, it defined the potential field of action broadly to include "problems associated with housing, economic development, neighborhood revitalization, infrastructure, health care, job training, education, crime prevention, planning, community organizing, and other areas deemed appropriate by the Secretary." This flexibility allows grantees to adapt their programs and activities to the dynamic needs of the community.

The populations with which the grantees work are as varied as the grantees themselves. COPCs are impacting the lives of a diverse range of people in the neighborhoods and communities in which they work, including immigrant communities,

COPC Evolution



COPC Grantees

1994

- Arizona State University
- Barnard College/Columbia University/City College of the City University of New York
- Duquesne University
- Merrimack College
- Michigan State University/University of Michigan/Wayne State University
- Pratt Institute
- San Francisco State University/University of California at Berkeley/Stanford University
- Texas A&M University
- Trinity College
- University of California, Los Angeles
- University of Illinois at Chicago
- University of South Florida
- University of Texas-Pan American
- Yale University

1995

- Case Western Reserve University/Cleveland State University/Cuyahoga Community College
- DePaul University
- George Mason University/Northern Virginia Community College
- Georgia State University/Georgia Institute of Technology
- Marshall University
- Milwaukee Area Technical College/University of Wisconsin-Milwaukee
- University of Alabama at Birmingham/Miles College/Lawson State Community College
- University of Delaware/Delaware Technical and Community College
- University of Florida/Santa Fe Community College
- University of Illinois at Urbana-Champaign
- University of Massachusetts Boston/Bunker Hill Community College/Roxbury Community College
- University of Memphis/LeMoyne Owen College
- University of Tennessee, Knoxville
- University of Texas at Austin

COPC Grantees

1996
Central Connecticut State University
Howard University
Hunter College
Los Angeles Trade-Technical College
Northeastern University
Ohio State University
Portland State University
Stillman College
Temple University
Tulsa Community College
University of California, Davis
University of Massachusetts Lowell
University of Michigan-Flint
University of Pennsylvania
University of San Diego

1997
Brooklyn College
Buffalo State College
Clemson University
Fitchburg State College
Indiana University-Purdue University Indianapolis
New Hampshire College
San Jose State University
Santa Ana College/University of California, Irvine
University of California, San Diego
University of Missouri-Kansas City
University of Nebraska at Omaha
University of North Carolina at Chapel Hill/Duke University
University of North Texas
University of Rhode Island/Rhode Island School of Design/Roger Williams University
University of Wisconsin-Parkside
Virginia Commonwealth University

1998
East Tennessee State University
Fayetteville State University
Florida Atlantic University
Florida International University
Illinois Institute of Technology
Iowa State University
Kean University
Rutgers University
University of Alaska, Anchorage
University of Arkansas at Little Rock
University of Colorado at Denver
University of Illinois at Springfield
University of Louisville
University of Maryland, Baltimore
University of Minnesota/Macalester College/Metropolitan State University
University of North Carolina at Charlotte
University of North Carolina at Greensboro
Wright State University

1999
Butler University
Cornell University
Georgetown University
Loyola University, Chicago
Lynchburg College
Mercer University
Occidental College
Rowan University
Springfield College/Springfield Technical College/American International College
State University of New York at Cortland
University of Oregon
University of Tennessee at Chattanooga
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the elderly, welfare recipients, and schoolchildren. Through tutoring and mentoring programs that reach schoolchildren, service programs that train welfare recipients, entrepreneurial assistance to immigrants, and health clinics that reach the most destitute people in communities, COPC activities are reaching everyone—bringing new life to people and places.

COPC programs and activities vary in proportion to the needs, motives, capabilities, and limitations of the universities and the communities they serve. Some colleges and universities emphasize service provision by encouraging students and faculty to commit their time and energy. Others create opportunities for students in their curriculums by providing students and faculty as consultants

Types of Activities Undertaken by COPC Grantees

This report uses the following five categories to describe the activities COPC grantees and their partners undertake. Their efforts are generally part of a larger vision—a set of comprehensive activities—that local partners have undertaken to revitalize their neighborhoods. The efforts described in this report reflect projects with long-term impacts on local communities. Most of the activities discussed do not fit neatly into one particular category. The categories are not mutually exclusive but by design allow activities to fit into more than one category.

Service Provision: Student and faculty enterprises that are coordinated, sustained, long-term projects targeted to a specific community. These activities are generally part of a more comprehensive, ongoing community revitalization process and are designed to foster and nurture community partnerships that benefit everyone involved. Service provision activities are noncredit.

Curriculum (including Service Learning): University programs in which students engage in activities for credit in courses and/or toward fulfilling service goals or requirements. Courses may involve students in long- or short-term applied research for community partners or in direct service provision for these partners. The activities the students undertake are not only of service to the community, they are also an integral part of their coursework.

Community in the Classroom: Specific courses designed to enhance community building and community capacity of local residents. These are nondegree, noncredit courses that support the institution's outreach mission.

Applied Research: Specific, defined, pragmatic research in progress. The purpose of this targeted research is to improve specific conditions within the community.

Major Institutional Change: Initiatives that change the mission, tenure status, awards, or course status of a college or university. A specific activity may even overhaul administrative processes to meet a joint institution-community goal.

to neighborhood entrepreneurs. Some grantees bring the community to the classroom (or the classroom to the community) by setting up off-campus outreach centers, whereas others invite community residents to the campus for special leadership training. Many IHEs have engineered more comprehensive institutional change to ensure the long-term commitment of the university and to build trust and respect between the university and the community.

Grantees Look Outward To Build Coalitions

Together COPCs are developing coalitions to harness their combined resources. They are learning from one another by collaborating to share successful models of local partnerships and to provide each other with technical assistance. They are also working collectively with both grantees and potential grantees to hold each other accountable for their programs and to institutionalize the activities within their own institutions.

COPCs Challenge Each Other and Drive Program. One of the hallmarks of the COPC program is that the grantees have become its ambassadors. COPC grantees and their partners are the driving force behind the program's refinement and progress. They work with other grantees by challenging one another, holding regional meetings, and providing technical assistance to other IHEs in similar circumstances. They are even organizing themselves to provide assistance to non-COPC institutions. They are writing and learning about their experiences—including the painful ones. They are nurturing the COPC concept through the creation of regional coalitions and the expansion of COPC activities to communities adjacent to the areas of their original activities.

COPC partnerships inspire and encourage other IHEs to undertake similar projects. They provide models of partnership types, strategies, and funding approaches and suggest a range of positive potential outcomes. Advice to HUD from COPC grantees has also helped refine the program and remove barriers and disincentives that impede the success of university-community partnerships. Their input has strengthened HUD's leadership role in cultivating broad-based partnerships for community revitalization. Marcia Marker Feld describes how,

> by juxtaposing several community-oriented planning strategies with a new stream of resources, action-oriented research, and the IHE's notions of community service learning, HUD has invented a new model of community development that has had a very real successful impact on neighborhoods.[2]

COPC Concept Becomes Institutionalized. The COPC program is not merely a supplemental vehicle for providing services to distressed communities. Instead, it transfers to communities the tools—information, access to resources, new relationships, organizational capacity, and specific skills—used in revitalization. The power of these tools becomes evident as community partners use them year after year to help residents build a better future for their communities.

The institutional structures created by COPC activities over the past few years refine outreach and process while propelling activities toward their specific goals. The institutionalization of COPC programs and activities germinates creative ideas and approaches to community partnerships both within the universities and within the communities themselves. Grantees have created networks within their institutions from which they have launched their program—networks that will continue long after the grant ends.

Participating communities are not the only ones benefiting from COPC activities. The program also has a transformative effect on IHEs themselves. As the program has matured (grown in accomplishments and visibility) and gained recognition and prestige, it has become institutionalized within participating universities. Such incorporation into the IHE structure is essential to create effective organizations, networks, and programs and to empower the partnerships to continue beyond the terms of local political or community leaders. Institutionalization can be seen in the support and commitment of university presidents, the organizational structures developed to implement the program and facilitate partnerships, and faculty tenure and rewards systems that recognize the significance of community service and applied scholarship.

As with all IHEs, curriculum is the heart and soul of COPC colleges and universities. COPCs are implanting their approaches to university-community relations within the curriculums of their institutions. They are promoting their ideas and concepts within the university, enlisting the support of various departments and interests within the university. The incorporation of service learning into the curriculum and the linkage of the curriculum to long-term community partnerships are showing students that they are no longer confined to studying the problems they see at a distance but are now becoming a hands-on part of the solution.

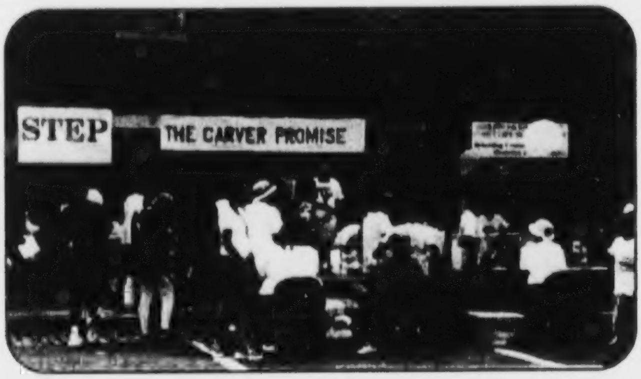
COPCs Become Bedrock for Long-Term Impact. The partnerships formed through COPC initiatives enrich IHEs, their partners, and the community at large. COPCs are recognizing that working with their local communities to address their concerns not only increases IHE visibility and prestige within the community but provides faculty and students with opportunities outside the classroom. Working with community partners to address existing problems brings personal gratification and growth to students and faculty while building a mutual respect between the university and the community.

The opportunities afforded to faculty and students by these relationships benefit both the community and the university. Neighborhoods are being revitalized and transformed from these coordinated efforts. Faculty decisions are based on revised curriculum and tenure requirements. Coursework incorporates service learning as a valuable tool for community revitalization, and students graduate from the university instilled with a lifelong commitment to service and a model on which to base their future choices. Richard LeGates and Gib Robinson describe how,

> for many students, involvement on the front line at a formative time in their lives can be a transformative experience, forcing them to confront their own values and the utility of their coursework. Forming the kinds of values and understandings that direct community service provides can reshape future professionals—lawyers, architects, social workers, and planners—so that they approach their profession in ways that will benefit their local community over their entire professional lives[3]

COPC partnerships are as unique as the challenges they are designed to address.

A review of grantee practices reveals a wealth of desirable results. The program is, in fact, attracting university involvement in community revitalization while inspiring innovation. The relationships developed among COPC partners promote both institutionalization of a process and propagation of ideas that work. Grantees make a difference in the lives of community residents and build the capacity of community organizations that will have an impact on the neighborhoods long after students have graduated and faculty have retired.



Solid Framework for the Future

Because comprehensive, coordinated responses are most effective in combating the poverty, deterioration, and despair that afflict distressed communities, COPC encourages IHEs and their community partners to view the community in a way that acknowledges its assets as well as its problems, its aspirations and potential as well as its history. In the past, the efforts of colleges and universities to help troubled neighborhoods were generally ad hoc, piecemeal projects, often spearheaded by individual faculty members or student groups with little institutional support. In contrast, COPC provides a gateway to a broader scope and more coherent effort. Through COPC planning, colleges and universities are offering communities an integrated array of skills and resources drawn from various social science and technical disciplines.

The remaining chapters in this report present the activities and partnerships of COPC grantees. The construct of this presentation differs from the first COPC annual report, in which activities were simply explained by what COPC grantees did and who they served. This report reflects the institutionalization of COPC activities, at both university and community levels, that has added a new dimension to the partnerships. To show this new dimension, the remaining chapters of this report are organized into the categories described in this chapter that illustrate how the partnerships are rooted in the school. Short examples and longer profiles demonstrate real-life applications for each category.

Few of the COPC activities described fit neatly into one of the five categories: Service Provision, Curriculum, Community in the Classroom, Applied Research, and Major Institutional Change. Because of their comprehensive nature, most of the activities described overlap categories but have been placed in the category that best reflects the overall program. Within each category, partnership activities are described so that readers see the activities that have been implemented, how universities internalize these activities, and the universities' long-term commitments and ongoing relationships with the neighborhoods.

New Directions Grants

In addition to funding new COPC grants for FY99, HUD provided $900,000 for New Directions Grants. The New Directions Grants provide up to $150,000 to former COPCs to fund new directions in their activities. Grantees from FY94, FY95, and FY96 that have completed their 3-year funding cycle were eligible for this grant in FY99. Applicants must demonstrate that the proposed activities implement new eligible activities in the current target neighborhoods or new projects in new target neighborhoods.

Howard University, a historically Black university, received a New Directions Grant of $150,000 to continue working with community-based organizations (CBOs) in Washington, D.C.'s Enterprise Community. Howard had received a COPC Program New Grant in FY96 to work in the Georgia Avenue corridor. The New Directions Grant will enable the university to expand its efforts to neighborhoods surrounding its campus—Shaw, LeDroit, Edgewood, Eckington, Pleasant Plains, Bloomingdale, and Petworth. Howard will provide a targeted microloan program to area business owners. In collaboration with community partners and the local school district, the university will develop family literacy education programs at sites near the campus. Howard will expand its health and fitness awareness program and its Campus of Learners program to a public housing development near the campus. The university will also provide technical assistance to CBOs that deal with fair housing issues.

The *University of South Florida* received a New Directions Grant of $150,000 to expand its outreach activities in west Tampa. South Florida had received a COPC Program New Grant in FY94 to work with community-based organizations in Tampa, St. Petersburg, Clearwater, Winter Haven, Tarpon Springs, and Hillsborough County. The New Directions Grant will enable the university to extend its activities to west Tampa, which is part of the Tampa Enterprise Community. Partners include local faith-based organizations, a high school, the Children's Board, and the Chamber of Commerce. The university will develop a comprehensive neighborhood strategic plan and assist in creating an inclusive neighborhood-based community development corporation. Activities will include a mentoring program, a one-stop career/job services center, and the establishment of microlending and business incubator programs.

The *University of Michigan-Flint* received a New Directions Grant of $149,931 to continue its partnership with the North Flint–Twenty-First Century Communities and the Flint Community Schools. Michigan-Flint had received a COPC Program New Grant in FY96 for outreach activities in Flint. The New Directions Grant will enable the university to undertake new programs in the target area in the Flint Enterprise Community, including afterschool literacy and math tutoring programs at three local elementary and middle schools and a program to encourage high school students to graduate. The university will offer a 13-week child-development training program for daycare providers and parents. To increase the number of resident-owned businesses in the Enterprise Community, the university will provide a 10-week training program introducing computer applications and business-oriented software.

Pratt Institute received a New Directions Grant of $150,000 to continue its outreach activities in several communities in South Bronx. As a recipient of a COPC Program New Grant in FY94, Pratt had provided outreach assistance in Williamsburg, Bedford-Stuyvesant, east New York, and southwest Brooklyn. The New Directions Grant will enable Pratt Institute to work with community groups in the Melrose, Hunts Points, and Soundview neighborhoods. The revitalization strategy to be used by Pratt will focus on the social, economic, and environmental implications of these neighborhoods' mosaic of mixed industrial and residential land uses and the area's longstanding role as a regional transportation corridor. The three community partners working with Pratt are Nos Quedamos/We Stay, The Point Community Development Corporation, and Youth Ministries for Peace and Justice.

The *University of Tennessee, Knoxville*, received a New Directions Grant of $149,998 to expand its outreach activities in the Knoxville Empowerment Zone (EZ). The university had received a COPC Program New Grant in FY95 to undertake various revitalization activities in Knoxville. The New Directions Grant will allow the university to offer technical assistance and training to EZ stakeholders on participatory methods for community-based planning and development, including needs assessments, implementation, monitoring, and evaluation. In addition to other activities designed to encourage community involvement, the university will continue to expand its institutional efforts to the State level.

The *University of Texas-Pan American*, a Hispanic-serving IHE, had been awarded a COPC Program New Grant in FY94 to provide outreach assistance to colonias[1] in the Rio Grande Valley. Texas-Pan American received a New Directions Grant of $149,832 to address the need for affordable housing, economic development, and community planning in 3 rural towns and 20 colonias in the Rio Grande Valley Empowerment Zone. The New Directions Grant will enable the university to provide new opportunities for colonias residents to improve their living conditions. The university will provide activities to bridge the gap between families and housing programs through outreach education, housing counseling, partnerships with nonprofit housing organizations, and applied research.

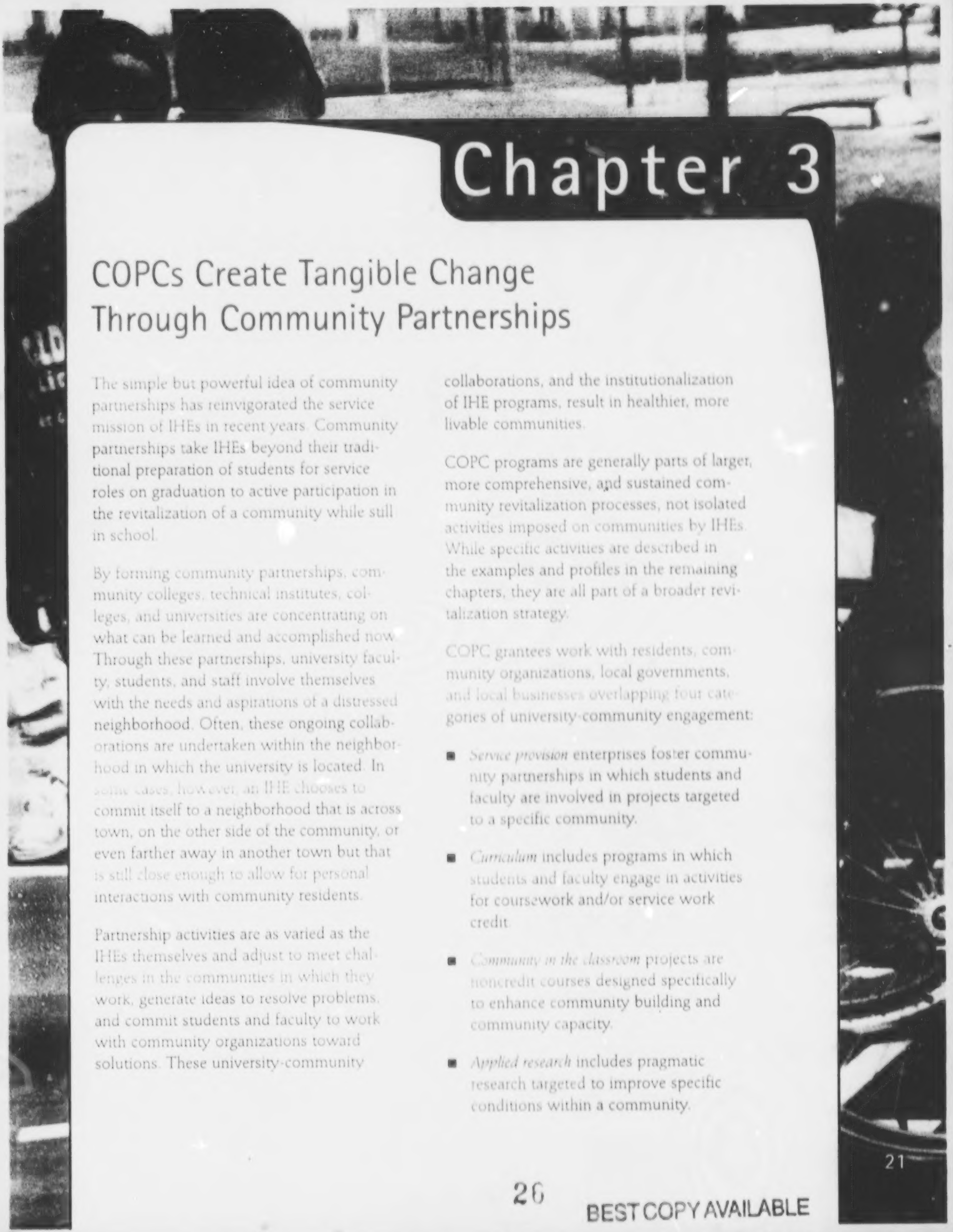
[1] Colonias are areas along the United States-Mexico border that have Third World-like living conditions, such as a lack of potable water and indoor plumbing, substandard housing, and a high incidence of disease.

ENDNOTES

[1] Wim Wiewel and Michael Lieber, "Goal Achievement, Relationship Building, and Incrementalism: The Challenges of University-Community Partnerships," *Journal of Planning Education and Research*, Vol. 17, Association of Collegiate Schools of Planning, 1998, p. 296.

[2] Marcia Marker Feld, "Community Outreach Partnership Center: Forging New Relationships Between University and Community," *Journal of Planning Education and Research*, Vol. 17, Association of Collegiate Schools of Planning, 1998, p. 290.

[3] Richard T. LeGates and Gib Robinson, "Institutionalizing University-Community Partnerships," *Journal of Planning Education and Research*, Vol. 17, Association of Collegiate Schools of Planning, 1998, p. 314.



Chapter 3

COPCs Create Tangible Change Through Community Partnerships

The simple but powerful idea of community partnerships has reinvigorated the service mission of IHEs in recent years. Community partnerships take IHEs beyond their traditional preparation of students for service roles on graduation to active participation in the revitalization of a community while still in school.

By forming community partnerships, community colleges, technical institutes, colleges, and universities are concentrating on what can be learned and accomplished now. Through these partnerships, university faculty, students, and staff involve themselves with the needs and aspirations of a distressed neighborhood. Often, these ongoing collaborations are undertaken within the neighborhood in which the university is located. In some cases, however, an IHE chooses to commit itself to a neighborhood that is across town, on the other side of the community, or even farther away in another town but that is still close enough to allow for personal interactions with community residents.

Partnership activities are as varied as the IHEs themselves and adjust to meet challenges in the communities in which they work, generate ideas to resolve problems, and commit students and faculty to work with community organizations toward solutions. These university-community collaborations, and the institutionalization of IHE programs, result in healthier, more livable communities.

COPC programs are generally parts of larger, more comprehensive, and sustained community revitalization processes, not isolated activities imposed on communities by IHEs. While specific activities are described in the examples and profiles in the remaining chapters, they are all part of a broader revitalization strategy.

COPC grantees work with residents, community organizations, local governments, and local businesses overlapping four categories of university-community engagement:

- *Service provision* enterprises foster community partnerships in which students and faculty are involved in projects targeted to a specific community.
- *Curriculum* includes programs in which students and faculty engage in activities for coursework and/or service work credit.
- *Community in the classroom* projects are noncredit courses designed specifically to enhance community building and community capacity.
- *Applied research* includes pragmatic research targeted to improve specific conditions within a community.

Service Provision

Initiatives Further Ongoing Revitalization Process—Service Provision

Many university-community partnerships are engaged in coordinated, long-term service provision projects that are not directly related to coursework or applied research activities. These projects include services provided by faculty and staff as well as by students. Many partners reach beyond the familiar service areas of education and health to less traditional areas, such as job training, housing, community development, and cultural activities. University service initiatives can be structured in much more flexible ways than the services of local governments or traditional nonprofit organizations. University service initiatives take advantage of unique strengths and interests within the institution to respond to specific community needs as they are identified. IHEs also draw on a wide range of specialized knowledge and skills to implement service initiatives on an as-needed basis, adapting them as community needs change. Service provision activities are part of larger community revitalization efforts and, as such, complement curriculum, community in the classroom, and applied research projects.

An Overview. Service provision activities and the partnerships COPC grantees have developed are as diverse as the interests of the IHE's faculty and staff and the needs of the community with whom they are working. In keeping with recent welfare-to-work initiatives, job training has become an important focus of university-community service provision. A partnership of neighborhood outreach centers, together with faculty and graduate students from **Ohio State University's** (OSU's) colleges of education and human ecology and the OSU extension have developed Project BUILD. The project stemmed from a broader effort to provide skills in job seeking and retention and evolved into a job-specific program when the need for construction workers was realized. In spring 1999, the pilot project graduated 10 low-income Columbus residents with *basic skills training in several branches of construction:* plumbing, electrical work, carpentry, roofing, landscaping, and heavy highway construction. Local construction companies and labor unions provided instructors and sites. Beginning in spring 2000, the pilot program curriculum will be expanded to include certification in specific industry competencies.

Many COPCs are using their expertise in housing to work with community residents who are struggling to afford safe and decent

housing for their families. To assist residents of the Linda Vista Community, the Housing Resource and Mediation Center of the **University of San Diego** (USD) provides *mediation services to resolve landlord-tenant disputes*. The mediation program is just one stage in an effort to improve the Linda Vista neighborhood. If the mediation effort fails to resolve a dispute, the next step is to invoke the nuisance abatement laws to confront the landlord. With assistance from the USD COPC, students and faculty from the university's law school work collaboratively with residents to help them meet their housing needs. The center serves an ethnically diverse clientele, including Vietnamese, Laotian, African American, and Latino residents.

Whereas some COPCs are working with renters, others are focusing their energies on expanding homeownership opportunities. Project HOPE, a community partnership of the **University of Texas-Pan American** (UT-PA) COPC, is bringing the American dream of *homeownership* to the low-income rural colonias communities near the Mexican border. University staff and students supply bilingual homebuyer education, housing counseling, and social service referrals. The program works through its community partners, such as local government agencies, nonprofit housing organizations, private financial institutions, and the Rio Grande Empowerment Zone (EZ), to obtain down-payment assistance and subsidized interest rate financing. Project HOPE complements the efforts of another program, Project Access II, which works to provide access to clean water. The mission of both programs is to assist with rural development in the EZ, which is characterized by high poverty and unemployment.

COPCs are also helping to leverage private funds for *transportation services* that would otherwise not be available to community residents. The **University of Alabama-Birmingham** (UAB) COPC, working through the UAB-Titusville 2000 project, leveraged a grant from a large faith-based organization to establish a van service for the low-income neighborhood of Titusville. This private grant from the International Global Ministries of the United Methodist Church purchased a 12-passenger, wheelchair-accessible van and provided funds for a year's operating costs. The need for such a van service in the Titusville area is clear. Among Titusville households, 30 percent do not own a vehicle and 14 percent are headed by extremely low-income senior citizens. There is little public transportation in the area, and buses cease to operate at 6 p.m. and do not operate on weekends. A UAB School of Business Management class collaborated with community leaders to establish an efficient daily schedule, registration procedures for van users, and a policy manual for van operations.

Service provision activities are also building capacity in communities by providing technical assistance to struggling entrepreneurs, small businesses, and local nonprofit organizations. At **Portland State University** (PSU), students from the School of Business are working through the Business Outreach Program, a *business incubator* operated collaboratively with the Oregon Association of Minority Entrepreneurs. Student volunteers and faculty members staff the 5-year-old program. The students act as consultants to businesses, offering counseling and technical assistance. They write business plans, coordinate marketing efforts, design Web sites, and organize record-keeping systems.

Service Provision

Services are free but invaluable to the busy entrepreneurs and provide useful experiences for students.

In another capacity-building activity, three community development organizations in South Bronx are receiving *ongoing technical assistance* from **Pratt Institute's** COPC/New Directions program. Nos Quedamos/We Stay, The POINT CDC, and Youth Ministries for Peace and Justice are working with the Pratt Institute Center for Community and Environmental Development, whose mission is to make the services of planners, architects, and other development professionals available to grassroots organizations. The project's goal is the long-term revitalization of the South Bronx communities of Melrose, Hunts Point, and Soundview. The partnership specifically addresses improving the Sheridan Expressway, reclaiming abandoned industrial sites along the Bronx River and Long Island Sound, and creating financial packages for housing sites in Melrose.

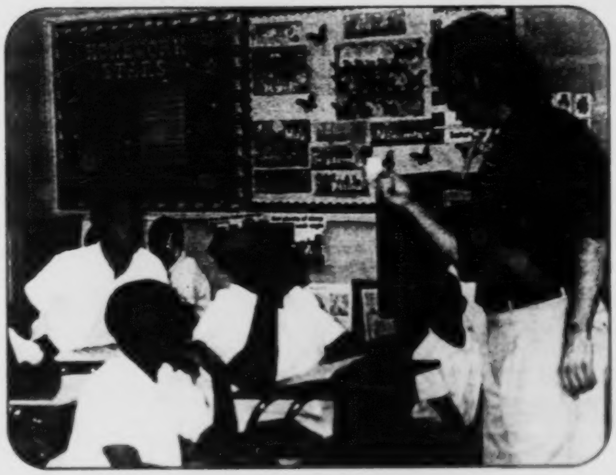
The **University of Illinois-Springfield** COPC is also helping to build the capacity of residents in distressed areas in the city by introducing *microenterprise training and a loan program*. The programs—part of an effort to assist in the ongoing revitalization of the east side of Springfield—will provide training for residents interested in starting, maintaining, or expanding their own businesses. Program participants who complete the training, even those who are considered high-risk loan applicants, will be eligible for small-business loans and will receive ongoing mentoring and counseling services.

In other service-provision initiatives, COPCs are working with local schools to increase the academic achievement of area students.

The **Indiana University-Purdue University Indianapolis** (IUPUI) COPC, in an effort to address the overall educational needs of neighboring communities, has organized an *afterschool tutoring program* to serve three nearby neighborhoods under an umbrella organization called the Westside Cooperative Organization. The program, which uses IUPUI students and AmeriCorps volunteers as tutors, fills a void in the community created by a lack of educational institutions in the area.

Many immigrants are *developing English proficiency* so that they can take a greater part in their community and realize their dreams for a better life. With the help of COPC funds, **Central Connecticut State University's** (CCSU's) Center for Social Research (CSR) has joined with the Intensive English Language Program (IELP) to provide five English as a second language (ESL) classes to residents of the low-income Broad Street–New Britain neighborhood. Three classes were conducted for 8 weeks during the summer of 1999, and two were offered the following fall semester. CSR also offers a class for small-business owners called "Running a Small Business" in the Broad Street–New Britain neighborhood. The 12-week course boosts the skills of local small-business people who play an important role in restoring everyday services in communities that have suffered decades of disinvestment. Indicative of the success of the courses, the local welfare-to-work program, Attain Jobs First, asked the COPC to teach math courses in conjunction with its programs. Math training is tailored to a person's individual skill needs and work schedule to maintain the program's flexibility and achieve progress.

Impact of Service Provision Activities. IHE service provision initiatives help residents, community organizations, neighborhoods, and the universities themselves. Eighty percent of the graduates of OSU's Project BUILD have found jobs in the construction industry. OSU is developing additional courses along with a competency-based curriculum for certification by the Building Industry Association. USD's Housing Resource and Mediation Center helps residents maintain their housing by helping them resolve disputes with landlords. Project staff report that the appearance of the houses has improved, the homes are safer, and crime has dropped in the neighborhood. In UT-PA's colonias homeownership project, 117 families have attended Project HOPE homebuyer classes, and 11 families are in the process of purchasing new homes in the EZ. Additionally, 45 families are receiving some type of assistance for either homeownership or home repairs through a community partner. In Birmingham, thanks to UAB's initiative to provide a van service, Titusville seniors and other residents have free, reliable transportation to doctor appointments, grocery shopping, and community activities. The service provides regular transportation for 50 people and is used for occasional group travel to activities. Staffed with students, the business incubator at Portland State University has helped stabilize 300 small enterprises in 5 years. One retail owner recently increased her revenue by 60 percent, thanks, in part, to the technical assistance provided by the business incubator. The University of Illinois-Springfield is helping prepare residents to own their own businesses by offering microenterprise training and a loan program. Although the program is new, approximately 20 applicants have already registered for the initial training sessions. The IUPUI Westside Cooperative Organization's tutoring program is providing much-needed educational opportunities for youth living in neighboring areas, with university students providing tutoring assistance to approximately 300 local children annually. Tailored educational programs advance community building and help individual residents reach their personal goals. ESL courses at CCSU are provided to more than 43 nonnative-English speakers in the Broad Street–New Britain neighborhood. Three students from the classes have been offered scholarships to the university as a result of their performance in the courses. The summer ESL program enabled a Broad Street-area resident to improve her English skills enough to enter a bilingual certified nurse's aide program.



Free Care Attracts Homeless to Tennessee Dental Clinic

Most of the homeless and indigent adults who visit the Keystone Dental Clinic in Johnson City, Tennessee, have not seen a dentist since childhood. Now, approximately 50 new clients come to the COPC-supported clinic each month to have their teeth cleaned and their longstanding dental problems resolved. "We have not advertised for patients. We have not asked agencies to refer people to us," says Dr. Rebecca Nunley, a faculty member at East Tennessee State University (ETSU) who serves on the clinic's board. "We just opened our doors and they came."

The adults come because the clinic's services are free—a rare benefit in Tennessee where Medicaid recipients must pay their own dental bills. Typically, uninsured residents with serious dental problems turn to ill-equipped emergency rooms or medical clinics when they have dental pain, says Nunley. The growing number of dental patients arriving at ETSU's downtown medical clinic prompted Nunley and several of her colleagues to investigate the feasibility of using volunteer dentists to treat those who could least afford to pay for care. As a first step, the group formed a steering committee consisting of Nunley, who is chair of ETSU's Department of Dental Hygiene; Dr. Carol Macnee, who teaches in ETSU's College of Nursing; Dr. Lanora Bryant, dental director for Northeast Tennessee; and retired dentist Dr. George Karnes.

It took only 18 months for the dental clinic to evolve from dream to reality through a process that Nunley says "just seemed effortless." The first major breakthrough came when the Keystone University Partnership Center (KUPC), the university's COPC, invited the clinic to share its space at the Keystone School, a city-owned, one-stop service center located in the downtown neighborhood in Johnson City. Historically, the neighborhood is the most diverse neighborhood in the city. It has also been the most economically distressed, due primarily to high rates of unemployment, low educational levels of residents, and the large number of people who work for low wages.

In addition to treating homeless and indigent clients, the dental clinic has helped KUPC expand its ongoing efforts to help local unemployed residents find jobs. Through a special arrangement with KUPC, the dental clinic receives a reduced rent in the Keystone School in exchange for its commitment to treat participants in Families First, a State-funded welfare-to-work job-training program that KUPC administers. The dental treatments help Families First participants improve their appearance and their employability, says COPC Chief Investigator Dr. Jerry Leger.

Early support—as well as a $5,000 annual grant from the COPC—has helped the clinic garner other funding and in-kind contributions. The Northeast Tennessee Regional

Public Health Office donated dental equipment and provided a full-time staff member to coordinate clinic operations. State grants totaling $18,000 helped the clinic purchase needed supplies and equipment. Additional donations came from local governments and individuals whom Nunley hopes to tap for ongoing support when current funding ends.

The clinic is one of numerous efforts that address the needs of the area through job training, economic development, and health care. It opened in June 1999 and operates 2 or 3 days a week during the 39-week school year and offers reduced hours at other times. Eight volunteer dentists treat patients for pain and infection on a first-come, first-served basis. ETSU dental hygiene students provide oral screenings and dental hygiene therapy as part of their clinical practice rotation. An adjunct faculty member in the Department of Dental Hygiene, whose salary is paid through the COPC grant, supervises the students. During the clinic's first 4 months, almost 200 patients received dental care from students who provided 113 hours of service, whereas dentists volunteered 81.5 hours. With the exception of Families First participants, the clinic only treats adults who meet Federal poverty guidelines.

For more information, contact Dr. Rebecca Nunley at 423–439–4497.

COPC's Consumer-Based Approach Serves New Hampshire's Ethnic Communities

When Anthony Poore and Teruhisa Iwasaki-Oi began recruiting community leaders to serve on New Hampshire College's (NHC) COPC advisory board in 1998, they went to a Buddhist temple in Manchester's Enterprise Community (EC). "You've got to go where the people are," says Poore, who had heard that members of Manchester's Vietnamese community worshiped at the Phuoc Dien Temple. After attending a temple service one Sunday, the COPC coordinators met Temple President Thang Tay; Tay would later agree to represent Vietnamese Buddhists on the board.

Poore tells similar stories about his first meetings with each member of the COPC's multicultural board. More than half of the EC's population is composed of immigrants and political refugees from Vietnam, Bosnia, and various Spanish-speaking countries, says Poore. Because many of these immigrants have lived in Manchester for 7 years or less, identifying indigenous leaders who can represent them in the larger community is difficult. The EC has few ethnic organizations that might nurture such leaders. The organizations that do exist do not yet have the capacity to identify and meet the immigrants' most pressing needs. "These immigrants have no support mechanisms other than immediate family," says Poore. "For this reason, we see the COPC as a go-between, helping Manchester's more established nonprofits understand and serve these communities more effectively."

Several partners help the COPC accomplish this goal. The Manchester Community Resource Center, a consortium of nonprofit service providers, gives the COPC free office space in the EC. Last year, NHC's Center for Community Economic Development helped the COPC teach local nonprofit staff members the basics of organizational management.

Through other COPC partnerships, Poore and Iwasaki-Oi are attempting to teach local nonprofit organizations a new, consumer-based approach to serving immigrant communities. This approach was evident last year when the COPC worked with Manchester's Neighborhood Housing Services (NHS) to sponsor five housing training sessions for EC residents. In a departure from usual practice, each of the sessions was targeted to a separate immigrant group and coordinated by the COPC board member who represents that group. One training session was held outdoors at a local recreation area where Bosnian immigrants often gather. More than 120 individuals attended the session, ate ethnic food prepared by members of the Bosnian community, and took home housing materials that had been translated into Serbo-Croatian and Bosnian by board member Tatjana Sefer.

In addition to convincing NHS that the consumer-centered approach works, the housing sessions also helped the COPC fulfill some of its long-term goals, says Poore. "We wanted to empower our board members so they would be seen as indigenous leaders within their own communities," says Poore. "We also wanted to create a connection between our board members, their constituents, and Manchester's nonprofits. We have 3 years to work in this community, and if we want to have an impact, we must put something in place that will work after we're gone."

For more information, contact Anthony Poore or Teruhisa Iwasaki-Oi at 603-641-3024 or 603-668-2211, ext. 3002, or visit http://merlin.nhc.edu/ced/outreach.

University of Alaska COPC Sees School Needs From Within

Jacqueline Summers, program director of the Russian Jack COPC Project at the University of Alaska-Anchorage (UAA), got a bird's-eye view of child misbehavior last year when her office was temporarily relocated to the detention room of the city's Wonder Park Elementary School. Now, Summers is helping the school's guidance counselor develop a program that teaches Wonder Park students to think before they act.

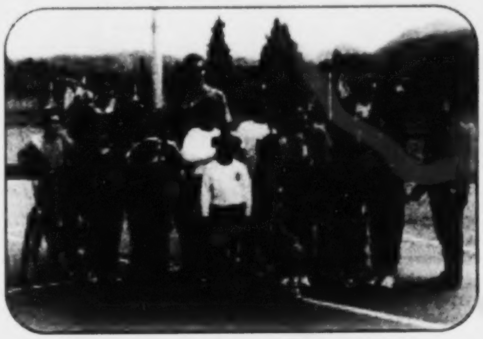
"I feel like I was in detention all last year," says Summers. "After a while, I began to notice that the same kids were coming in day after day. I also was surprised to see kindergartners having trouble with anger. I knew we had to find ways to help these children."

Since October 1999, 10 UAA education and psychology students have each been spending 4 hours a week with small groups of Wonder Park students who frequently receive detention. Through the school's new Recess Alternative Skills Retraining Program, the undergraduates use role playing, games, and writing exercises to teach these students how to respond appropriately to anger and other conflicts. Undergraduates currently volunteer their time to the program, but Summers says she hopes to offer course credit to future participants.

Summers says the recess program was "a wonderful piece of dumb luck" that came about because the Anchorage School District, a COPC partner, offered her office space when she could not find it elsewhere in the Russian Jack neighborhood, a community of 12,000 residents located in Anchorage's Enterprise Community.

"By being here, I can see for myself some of the needs that are here," she says. "I've also been able to convince the university and the school district that encouraging university students to work in the schools can be mutually beneficial." The university is now exploring the possibility of establishing a Center for Service Learning, says Summers.

The recess project is only a small part of an ongoing crime prevention initiative that has involved the COPC, the Anchorage School District, and the city's police department in various activities, including a 1999 campaign to reduce drug use and vandalism in a neighborhood park. The initiative's major activity is an afterschool program established by the COPC and the school district in 1998 in response to resident concerns that children of single, working parents were being left unsupervised after school. The COPC set aside $6,500 for the free program, which takes place at Wonder Park and Williwaw Elementary Schools. The schools help promote and provide free space for the classes, which will be offered at a third school in 2000.



Almost 400 students participated in the spring and fall 1999 afterschool sessions. Thirteen classes, ranging from chess to swing dancing, were taught during each session by community members and elementary school teachers. During the fall session, the Creeksides Community School, another COPC partner, shared the cost of a Tae Kwon Do class and 30 UAA physical education majors taught two outdoor sports classes as part of their coursework.

"It might be 30 years before someone comes back and tells us that we changed their lives, but I believe we are helping these children expand their horizons," says Summers. UAA students have also gained experience, made professional contacts, and learned valuable lessons. "I think this program gives UAA students an insight into the value of working in low-income schools," continues Summers. "These schools are not always viewed as the best places to work because they are more challenging."

For more information, contact Jacqueline Summers at 907-337-1553.

Partnership Helps Low-Income Families Transition Off Public Assistance

Seventy-two low-income families are becoming self-sufficient with help from a "Moving to Work" program sponsored by the San Diego Housing Commission and the COPC administered by the School of Medicine at the University of California, San Diego (UCSD). Program participants, who joined Moving to Work in December 1998, receive a unique combination of benefits, including housing assistance, job training, and access to health and social services. In return, they are working to achieve self-sufficiency and commit to transitioning off public assistance within 5 years.

Moving to Work is one of many educational, health, housing, and employment activities administered by UCSD's COPC in the multi-ethnic City Heights neighborhood of San Diego, where medical school physicians have been working on community projects for the past 10 years. The neighborhood, part of San Diego's Enterprise Community, is home to 35,000 residents who belong to nearly 40 different cultural groups.

Twenty-two program participants live in a newly renovated public housing complex located at the center of the neighborhood, where the Moving to Work program is headquartered. The remaining 50 participants live in nearby Section 8 housing. Two coordinators, one paid by the Housing Commission and the other paid through the COPC's $450,000 grant, work together to plan and implement the program, says Dr. Vivian Reznik, COPC principal investigator. "As a result, each family has two sets of folks worried about how they are doing, keeping them on track, and trying to link them with existing services."

Through the COPC-initiated collaboration, two family services advocates work at the Moving to Work site to help clients resolve health, social service, and employment-related issues. One advocate, who helps clients obtain health insurance and access community health services, works for the New Beginnings partnership, a consortium of seven community organizations, including UCSD, that have been collaborating on neighborhood projects since 1989. The second advocate, who helps each family design a career plan, works for the housing commission.

An important component of Moving to Work's career-planning efforts is a computer lab and learning center that the COPC and the Housing Commission opened on site in November 1999. The center's computer classes and job training programs are designed to teach participants many of the skills they will need to become self-sufficient by their 2003 deadline. UCSD graduate students are designing a computer-based individualized job aid curriculum for the center. Undergraduates, paid by the University of California's Early Academic Outreach Program, work at the center to tutor and mentor school-age members of Moving to Work families.

Just a year after joining the Moving to Work program, several participants are already on their way to new careers. Two individuals are using COPC funds to attend classes at UCSD that will train them to become parent educators/community health workers. In addition, 12 participants toured UCSD's Medical Center recently to learn about various entry-level health-related jobs that might be available to them. Reznik hopes the medical center will also offer Moving to Work clients an opportunity to "shadow" some of its employees to learn firsthand about the challenges and benefits of particular health-related careers.

"These types of programs are incredibly simple, but they make an enormous difference," says Reznik. "Once you've met someone who is actually working at a career, you have a clearer idea of what you have to do to get there."

For more information, contact Dr. Vivian Reznik at 619–543–5340.

UMKC Program Supports Grandparents Raising Grandchildren

African proverbs were mixed with math problems and language arts exercises during the second annual Summer Academy held last year for 45 Kansas City, Missouri, children who are being reared by their grandparents. The 6-week academy is part of an outreach program called Grandparents as Parents that is cosponsored by the University of Missouri-Kansas City (UMKC), its COPC, and the Community Development Corporation of Kansas City (CDC-KC).

Children enrolled in the summer academy began each day's session at a local elementary school where they participated in an academic enrichment program sponsored by the Kansas City School District. During the morning program, students reviewed traditional academic subjects in an effort to keep their achievement levels at or above grade level.

Every afternoon, the children were bused to the UMKC campus where they had the opportunity to reflect on their African-American heritage through discussions, creative activities, and field trips. Academy activities centered around African proverbs such as, "It is better to travel alone than with a bad companion." Children were encouraged to articulate what the proverbs meant to them and how they could apply those proverbs to their own lives, says COPC Program Coordinator LaNor Maune.

The Summer Academy and the Grandparents as Parents program were both established in 1998 as part of the COPC's ongoing efforts to become a more active member of the Kansas City community, says Maune. The COPC's activities are part of a much broader revitalization strategy focusing on Kansas City's Empowerment Zone and Enterprise Community. Area residents face the combined problems of poverty, unemployment, decaying housing, crime, few health services, and lack of training and education.

COPC-sponsored research conducted in 1997 helped faculty in UMKC's urban affairs program discover that many Kansas City grandparents were raising their grandchildren because of various circumstances, including drug use, abuse, or abandonment by the children's parents. Grandparents participating in a related survey conducted by UMKC students and several volunteer grandparents said that directing a grandchild's academic studies was one of their most challenging child-rearing responsibilities. Other challenges identified by the 100 survey participants included monitoring a grandchild's behavior and dealing with financial problems.

Many of the grandparents who participated in the UMKC survey became the first clients served by the Grandparents as Parents program. Since 1998 Program Coordinator Betty Muhammad, who worked with local teachers to develop the Summer Academy, has spent most of her time helping grandparents meet many of the challenges they identified in the survey.

"There are many services in Kansas City that could benefit grandparents, but they are having problems getting into the system and finding their way around," says Maune. "So we provide referral, access to information, and access to services." In addition, Muhammad hosts a monthly potluck supper through which 25 grandparents receive informal peer support. Next year she hopes to match grandchildren with UMKC undergraduate mentors through a new program.

Research and program costs for the Grandparents as Parents program have been financed through a $105,000 contribution from the COPC and $125,000 in matching funds from UMKC. In addition to providing office space for Muhammad, CDC-KC has pledged to house the Grandparents as Parents program after the COPC grant ends in 2000. Maune says she has already identified a local foundation that will support the program at that time.

For more information, contact LaNor Maune at 816–235–1785.

Neighborhood Controversy Leads to Partnership That Reduces Crime and Improves Health Care

A potential controversy involving Virginia Commonwealth University (VCU) and its Richmond neighbors was the catalyst for a community partnership that has reduced crime and improved the health of schoolchildren in the city's Carver community. The partnership began in 1996 when representatives of the Carver Area Civic Improvement League approached the university to complain about its plans to construct several buildings along the border of their economically disadvantaged neighborhood.

"They were very astute," recalls Dr. Catherine Howard, who administers the $399,000 COPC grant that VCU received a year later. "They wanted to know how VCU was going to make up for the inconvenience it was causing the neighborhood. The university responded by promising to work with the community in the areas of urban planning, crime, health, and education."

With help from the COPC grant, VCU has remained true to its word. A 29-member steering committee, composed of neighborhood residents, VCU faculty, and local service providers, has worked for 2 years to identify and devise strategies to meet neighborhood needs. University police, who now patrol the 1,200-resident community, have been credited with an overall reduction in neighborhood crime. Faculty in VCU's Urban Studies and Planning Department are helping residents develop the neighborhood's first master plan. A host of programs at George Washington Carver Elementary School, where 99 percent of the 1,000 students qualify for free or reduced-price lunches, has provided an opportunity for VCU students to apply their classroom experience while improving the school's health services.

VCU student tutors working with the America Reads program, AmeriCorps, and service-learning classes can easily be spotted in Carver classrooms on any given day. However, the university's presence is also apparent in the school's basement, where

local residents come to use the COPC's Family Resource Center—an Internet-wired computer lab built with donations from VCU, COPC, and Carver. The school district's Adult Development Career Center conducts general equivalency diploma classes on site. VCU provides computer training and job-preparation workshops.

A 3-year, $200,000 grant from the Jesse Ball Dupont Foundation helped the COPC hire a nurse coordinator who also works in Carver's basement. In addition to immunizing students and providing health information to parents, the nurse conducts health screenings of every Carver student and, when necessary, refers those students for treatment. An 11-member team of VCU psychology, social work, and nursing graduate students complete their clinical experience degree requirements by assisting with the health screenings and referrals. University dental students visit the school weekly to screen and treat students as part of a clinical rotation required for their degree. Through a similar arrangement, VCU's nine psychology doctoral candidates will work at Carver throughout their 3-year course of study to tutor, assess, and counsel students.

Howard says that these department-based service-learning projects have helped VCU institutionalize its partnership with Carver. Now, the university is hoping to develop additional partnerships in other neighborhoods. "The need is there, and we have proven that we can do some good things in the community through mutual partnerships," says Howard.

For more information, contact Dr. Catherine Howard at 804–828–1831.

DePaul University COPC Trains Future Workers and Business Owners

STRIVE, a job-readiness program with sites in several major U.S. cities, not only provides jobs to hard-to-employ residents of Chicago's West Humboldt Park neighborhood, but participants in the COPC-supported program also develop a new attitude, new confidence, and an ongoing relationship with STRIVE that improves their ability to find jobs and keep them. More than 1,200 West Humboldt Park residents have found work through STRIVE since 1996 when the national organization teamed up with the Egan Urban Center (EUC), DePaul University's COPC, to expand local employment opportunities.

EUC's core mission is to collaborate with the metropolitan community to address critical urban problems, alleviate poverty, and promote social justice. STRIVE is one of many programs working to address the agenda developed by the community based on their holistic vision of community development.

STRIVE, founded in New York's East Harlem in 1985, was recently described by *The Philadelphia Inquirer* as "a no-nonsense training regimen that is part in-your-face boot camp and part group therapy." The program's guiding philosophy is that most hard-to-employ individuals are held back by a poor attitude rather than a lack of skills. STRIVE seeks to change its clients' attitudes during a 3-week program that forces them to look inside themselves, says Jerry Watson, director of neighborhood partnerships for EUC. Clients who don't succeed with their attitude change the first time are always given another chance to try the STRIVE system, says Watson. "Every client of this program becomes a 'client for life,'" he says. "The community is extremely blessed to have STRIVE here."

West Humboldt Park's STRIVE clients include adults who have never held a job, single mothers participating in welfare-to-work programs, and individuals previously or currently in the criminal justice system. After graduating from the 3-week training workshop, which is presented by COPC staff, most clients are able to find full-time, permanent positions in Chicago's service industry. Even after clients find jobs, STRIVE continues to assist them with job advancement through followup services.

In addition to offering STRIVE training sessions, EUC has helped increase the local program's capacity by establishing a STRIVE technology lab that is connected to the Internet through DePaul's online services. Affiliation with DePaul has also enabled STRIVE to form partnerships and attract additional funding from community-based organizations.

To complement STRIVE's job-training initiative, the EUC has also established a 16-week course for West Humboldt Park residents who are interested in starting their own businesses. The course, which is offered free of charge, consists of eight 3-hour workshops taught by DePaul faculty. Participants learn how to develop and prepare business plans, work with banks, and manage their business affairs. Two course graduates have already established their own businesses.

EUC received its $500,000 COPC grant in 1995. That grant was supplemented by a $100,000 Institutionalization Grant from HUD in 1999.

For more information, contact Jerry Watson, Director of Neighborhood Partnerships, Egan Urban Center, at 312–362–6539 or jwatson@wppost.depaul.edu.

Florida Atlantic University Prepares Immigrants for Jobs

Recent immigrants to Florida's Broward and Palm Beach Counties are receiving intensive job training through a COPC-supported program that aims to keep them and their families off welfare. The 120-hour training program, coordinated by Florida Atlantic University (FAU) in Boca Raton and its community partners, serves low-income unemployed or underemployed recent immigrants from Haiti, the Caribbean Islands, and Brazil. The program is part of FAU COPC's efforts to empower the residents and communities of Broward and Palm Beach Counties.

"We see this initiative as a proactive approach to keep families off welfare and help recent immigrants improve their standard of living," says FAU COPC Director Jim Girod. Participants in the 3-month job-training program learn job-readiness and computer skills and receive coaching and help with job placement, he says. Several local technology- and service-based corporations place program graduates in jobs.

Job-training sessions are held at COPC-supported neighborhood centers in three southern Florida communities: Dania Beach, Fort Lauderdale, and Deerfield Beach. The COPC develops the curriculum for the job-training program, implements and evaluates the initiative, and provides technical assistance and staff support. Local community partners—including Mad Dads of Broward County, Mount Bethel Human Services Corporation, and the Deerfield Beach Housing Authority—run the programs on a day-to-day basis. Groups that serve local immigrants, including the Haitian Community Center, help community partners identify and attract prospective clients to the training sessions. The COPC is seeking to supplement its $399,000 HUD grant, awarded in 1998, with additional grants that will keep the program operating permanently. Although the job-training program is relatively new, the COPC's initial results show that seven participants who were previously unemployed found jobs. In addition, 10 participants who were already employed are looking to improve their employment position.

Through FAU's microbusiness workshops, also supported by the COPC, local residents

received the training necessary to start their own businesses. FAU offers 19 training sessions at 7 community sites. During 1999, 300 residents attended the sessions. Approximately 10 percent of workshop participants started their own businesses within a year of completing the workshop, whereas 30 to 40 percent already owned their own businesses and were seeking to improve operations. Since the microbusiness workshops began more than 3 years ago, graduates have started more than 50 businesses, 15 of which were founded since the workshops became COPC-funded.

The COPC also offers fair housing training to realtors, mortgage lenders, government agencies, and property managers. Partners in this effort include the Legal Aid Society, New Visions Home Buyer's Club, and Community Builders from the HUD Miami office.

For more information, contact Jim Girod, Program Director, Florida Atlantic University, at 954–762–5697 or jgirod@fau.edu.

COPC Touts SJSU as Path to Brighter Future

Residents of San Jose State University's (SJSU) California neighborhood often walk through the centrally located campus to travel from one side of their community to the other. Jerome Burstein, director of the university's COPC and professor in SJSU's College of Business, looks forward to the day when those residents will see SJSU as a path to a brighter future rather than simply a shortcut to the grocery store.

"We want neighborhood parents and students to see our campus as more than just a place to walk through," says Burstein. "We'd like them to see it as a place they can attend." The COPC provides outreach to its surrounding community through programs in education, neighborhood revitalization, and economic development.

SJSU's COPC has worked with community partners since 1997—involving 6 colleges at the university—to make a positive impression on local students and their parents. The COPC is providing technological training to students and other community residents, helping increase parental participation in local schools, and expanding elementary students' exposure to science. All programs are funded, in part, by the COPC's $400,000 HUD grant, which SJSU has used to leverage more than $1 million in grants from public and private sources and more than $1.2 million worth of volunteer hours from SJSU students.

Community residents are receiving technological training at eight COPC-supported computer labs set up throughout the 350-block area surrounding SJSU. During training sessions, residents learn to access and perform research on the Internet, use electronic encyclopedias for research, and play interactive computer games that help improve math and science skills. Community partners—including faith-based and nonprofit organizations, ethnic groups, and schools—house and staff the neighborhood computer labs. In return, the partners receive technical advice and some funding from the university. The organizations are developing additional funding sources to support the labs.

To increase parental participation in local schools, the COPC coordinates the PRIDE (Parents Really Involved Directly in Education) program, which gives local children and their parents the resources and support they need to plan for a future that includes college. Although PRIDE was established and is operated by neighborhood parents, the COPC's assistance and resources have helped expand the program to more than 500 children and 200 parents. It now operates in three neighborhood elementary schools and focuses on raising neighborhood awareness of the importance of higher education.

Through a third COPC program, SJSU science professors are establishing clubs in local elementary schools as a way to get students interested in science. Faculty members visit the schools and establish the clubs, which are coordinated on a day-to-day basis by SJSU graduate students. While on site, professors also train teachers on how to use the school's science kits more effectively to the students' advantage. An informal survey of students shows that their interest in science has increased since the clubs were established, according to Burstein.

For more information, contact Dr. Jerome Burstein at 408–924–3531 or burstein_j@cob.sjsu.edu.

Temple COPC Provides Students With Skills for Success

Two COPC programs at Temple University in Philadelphia are providing local students with the academic skills, encouragement, and financial resources they need to succeed in neighborhood schools and eventually attend college. Through numerous efforts with the local housing authority and local community-based organizations (CBOs), the COPC provides youth enrichment and neighborhood leadership programs that build partnerships and help solve urban problems in the Philadelphia/Camden Empowerment Zone.

Through the Get SMART (Student Mentors and Reading Tutors) program, 150 Temple students work in 30 community-based organizations each semester, tutoring and serving as mentors to low-income elementary and middle school students. Temple undergraduates, paid through the university's work-study program, help their pupils with homework, teach socialization skills, and organize educational activities that motivate young students to continue learning. COPC staff members train the tutors and mentors in such areas as cultural differences, youth development, conflict resolution, child behavior, and basic tutoring skills. Through a COPC partnership with America Reads, which contributes $60,000 in matching work-study funds to the program, the students provide more than 16,000 service hours to community-based organizations each semester.

Get SMART has been successful on two scores, says Anita Lyndaker, community development specialist for Temple's COPC. Since the program began in 1997, it has helped more than 7,000 youngsters significantly increase their math and reading levels. In addition, the program has been very successful in helping the COPC develop relationships with community-based organizations, says Lyndaker. COPC staff meet monthly with Get SMART's 30 partners to evaluate and respond to community interests and needs. An additional 30 community organizations remain on the COPC's waiting list for tutors, she says.

Through a second education-related initiative, the COPC's Neighborhood Leadership and Training Institute (NLTI), the Philadelphia Housing Authority, and community leaders are working together to establish a nonprofit organization that will raise local funds to send public housing residents to college. COPC funds are being used to establish the organization, called the Tenant Services Support Institute. Cy Rosenthal, program coordinator for NLTI, will serve on the institute's board and help residents develop the scholarship fund. However, says Rosenthal, NLTI's long-term goal is to eventually transfer responsibility for the fundraising program to public housing residents.

"We need to stop having our hand out to others for scholarships," Rosenthal said at a recent meeting with Philadelphia Housing Authority officials and residents. "We need to develop our community's leadership to raise funds in our own community."

The Tenant Services Support Institute is the latest in a series of NLTI efforts to cultivate relationships among the university community, residents of public housing, and the surrounding neighborhood. Rosenthal says he hopes that NLTI's efforts will motivate community residents to support local students and encourage them to continue their education.

"Through the COPC relationship, we hope that the community members will take on the role of educational advisors to neighborhood students," he says.

For more information, contact Anita Lyndaker (Get SMART) at alyndake@nimbus.temple.edu or 215-204-7491 or Cy Rosenthal (NLTI) at srosenth@unix.temple.edu

COPC Partners Change Student Attitudes About School

How does a community convince its children to continue their education while its neighborhood school buildings are deteriorating, its students' achievement test scores are low, and one out of three of its students drops out of school? The University of Michigan-Flint (UM-Flint) and its community partners are accomplishing these challenging tasks through a comprehensive effort to encourage and help students throughout the city to stay in school.

The "stay-in-school" effort has been funded through UM-Flint's $399,000 COPC grant, awarded in 1996, and matching funds from UM-Flint, the Flint Community Schools, and the North Flint 21st Century Communities (NF21CC), a coalition of neighborhood improvement groups. Even though the original COPC grant has ended, the stay-in-school effort will continue with funds from a $150,000 New Directions Grant from HUD, awarded in 1999, a multiyear Mott Foundation grant, and $245,584 in other grants from various nonprofit sources.

Flint's educational campaign—which is part of a larger effort to revitalize Flint's distressed Enterprise Community through education, training, and economic development—starts with very young children, continues through their high school years, and liberally employs UM-Flint students as teachers and role models. For example, at Cook Academy, UM-Flint nursing students earn class credit by teaching elementary school youngsters about hygiene, and undergraduate dance students teach rhythm by using percussion instruments. At the nearby Martin Luther King Elementary School, UM-Flint students supervise an afterschool "reading room" for children from kindergarten through third grade. At the Longfellow Middle School, a UM-Flint work-study student oversees an afterschool drop-in center where middle school children get help with homework and "hang out" with friends.

Students at Flint's Northern High School (NHS) have been actively involved in the stay-in-school effort. NHS students help supervise the Longfellow Middle School drop-in center and serve as mentors to younger students there. Last summer, 10 high school interns worked in the COPC-funded Office of Service Learning and School Partnerships, located at UM-Flint. During that internship, the students helped develop strategies to prevent other NHS students from dropping out of school. The former interns now lead a student coalition that coordinates extracurricular activities at NHS, including the writing and distribution of a COPC-funded student newsletter twice each semester. "I have more confidence in myself because I've done things that I thought I couldn't do and received compliments on them," wrote student Kelvin Turner in a report about his experience.

Community residents also participate in the COPC's educational efforts. More than 100 parents and caregivers attend a COPC-initiated Parents Leadership Academy, where they meet with school officials to learn how to resolve educational challenges that their families face. Raymond Hatter, executive director of Salem Housing, the lead partner in the NF21CC coalition, says the city now wants to institute similar academies in other neighborhoods. "Both the university and the community are looking for opportunities to continue to work together," he says.

For more information, contact Tracy Atkinson at 810-766-6897.

COPC-Supported Services Empower Apartment Residents

Lessons learned during COPC-facilitated leadership training sessions have helped residents of the Warwick Square Apartments in Santa Ana, California, gain recognition as a "strong, empowered force" in the local community, according to Lilia Powell, director of a collaborative COPC at Santa Ana College (SAC) and the University of California at Irvine (UCI). Nine resident leaders representing various segments of the Warwick Square population comprise a newly formed advisory committee that meets regularly with facilitators from the COPC's Community Capacity-Building Committee to identify, discuss, and resolve problems at the 500-unit apartment complex.

Within the past few years, one of the most explosive issues discussed by leaders focused on how Warwick Square elementary students are transported to school. Young people, who make up more than half of the complex's 3,000 residents, have always attended 3 different elementary schools; only 1 of the schools is within walking distance of the apartments. Anxious to receive bus transportation for their children, a group of 30 residents, guided by COPC facilitators, presented their concerns first to district officials and then to the school board. Parents did not get their buses, but now all Warwick Square children attend the one local school that is close to home.

"The residents learned that you can't always win the way you want to win," says Powell. "They didn't get buses, but the kids are all going to the closest school, and that school has opened its arms to them."

Home to low-income, Spanish-speaking residents of Santa Ana's EZ, Warwick Square was plagued by drugs, gangs, and prostitution until 1995, when it was purchased by the Foundation for Social Resources, a nonprofit property developer/manager and COPC partner. "The foundation's premise is that social services-enriched housing improves the viability of an apartment complex for both the residents and the owners," says Powell. "We are working in partnership to help them prove that."

Children have figured prominently in COPC activities at Warwick Square. A newly established resident committee is working with management to establish a Head Start program onsite. The COPC helped residents establish a Homework Center, where approximately 30 children come each day for academic help, and a technology center, where adults learn computer skills. A Warwick Square resident manages the centers, which are staffed by five SAC and UCI undergraduates. Some students receive class credit for their work, some volunteer, and others are paid through work-study programs.

Because of their partnership with the city of Santa Ana, Warwick Square residents, who often work two or three jobs to make ends meet, receive faxes each week of local job announcements. In addition, a $400,000 grant from HUD's Hispanic-Serving Institutions Assisting Communities program (HSIAC) will help SAC train and provide loans to EZ residents who establish home-based childcare businesses. Program slots will be set aside for Warwick Square residents, whose participation in a COPC-supported research study helped identify the need for such businesses.

Warwick Square's services program is part of a larger COPC effort to empower residents of the city's EZ. The COPC also targets its activities to the city's Delhi neighborhood, a densely populated development of single-family homes.

For more information, contact Lilia Powell at 714–564–6971.

Schools Inspire Student Engagement With Communities—Curriculum

Many IHEs are making changes to their graduate and undergraduate curriculums to engage students in activities for course credit or toward fulfilling graduation service goals or requirements. Courses involve students in long- or short-term applied research for community partners or in direct service provision for these partners. The activities serve the community and are an integral part of the students' coursework. These courses were previously called practicums or studios, but now a much wider variety of courses reflect the need for learning by doing.

IHE curriculums provide students with opportunities to apply their academic learning, talents, and energy to a real-life task. Students learn by coming out of the classroom to work directly with community residents—taking on tasks directly related to community problems. They reinforce and enrich their academic learning by sharing and teaching and by drawing comparisons among their textbooks, lectures, and hands-on experiences. By making connections between theory and practice, students strive both to serve the community well and to deepen their understanding. By working with community groups, students have the opportunity to observe neighborhood leaders in action and experience working together toward a common goal.

Activities provided through university curriculums bring the energy and commitment of students and the resources of universities to understaffed community groups. Many of these CBOs use students to supplement their staff and support their ongoing efforts and are excited to have additional inroads to the resources of their local universities.

An Overview. COPC activities linked to curriculum not only reflect service provision, community in the classroom, and applied research efforts, but they are often part of the same comprehensive effort that is helping communities revitalize themselves. COPCs activities, such as those at **Florida International University's** (FIU's) public administration department, train students to *work with community organizations*. FIU is participating in the broad revitalization efforts of the local EZ through a graduate course titled Economic Development and Urban Revitalization. The course is taught by instructors with substantial professional experience and academic background in community development and gives students an opportunity to apply classroom learning to the communities in which the COPC works. FIU students have undertaken projects that include asset mapping of neighborhoods and surveys of businesses to determine the needs of area employers.

Other COPC programs, such as the one at **OSU**, combine academic study with community-building activities. Last year, undergraduate students canvassed door to door in the low-income area of Weinland Park, *gathering information on local assets* for a community information exchange, cleaning up neighborhoods, gardening alongside residents in the community plot, and staffing a Dare to Care community gathering. They also collected detailed data on housing turnover and values to assist in neighborhood planning. Through personal contact with Weinland Park residents, university students left behind models for developing the hopes and dreams, strengths, and talents of neighborhood residents.

Projects stemming from university curriculums, like many COPC programs and activities, are based on partnerships with nonprofit community organizations. The COPC program at the **University of Tennessee, Knoxville** (UT-K), for example, works with Knoxville's Promise, the Center for Neighborhood Development, the Knoxville Legal Aid Society, HUD's Knoxville office, and several other community groups. Undergraduate students in a college of communications class produced a *public relations plan* that a local nonprofit cultural arts group used in its marketing and fundraising efforts. Graduate students in UT-K's College of Social Work developed an *entrepreneurial and community service gardening project* for youth. Students in a UT-K College of Law community development seminar studied immigration trends in Tennessee and are creating an *Internet site* for organizations interested in reaching out to these new arrivals. All of these UT-K projects attempt to address the larger issues related to the relationship between the university, its faculty and students and the neighboring community. The university is developing a model for interacting with the residents and for researching how this type of learning can be implemented in the classroom.

Taking a curriculum-based approach to local environmental problems, the **University of Wisconsin-Parkside** (UW-Parkside) tackled two *brownfields* in Kenosha. With the cooperation of the mayor and planning department, five undergraduate students in a 1-credit, 4-week environmental studies seminar performed background research on two old foundries in the Lincoln neighborhood of Kenosha: the abandoned Frost Manufacturing plant and the soon-to-be-closed Outokumpu site. After the research seminar, a 3-credit, 3-month science and the environment class of 20 students teamed up with faculty to serve as informal consultants to the city of Kenosha. Like activities at many COPCs, the UW-Parkside projects combined several disciplines: the class reported on contamination levels; prepared an economic development proposal for the sites; cited funding possibilities from State, Federal, and

private sources, and developed a communications plan. UW-Parkside's brownfields efforts are being used to develop a model for other faculty to follow if they want to introduce a curriculum-based component to their courses.

Impact of Curriculum-Based Projects. Activities based on curriculum requirements such as these are valuable to the community; they also foster skills development for students. FIU students are surveying neighborhood stakeholders to compile a needs assessment for the area. OSU students helped staff a community-building effort and, in the process, deepened their understanding of the dynamics of low-income neighborhoods. Students at UW-Parkside helped local government plan for the renewal of brownfields areas. The students increased their understanding of public decisionmaking on environmental questions, while Kenosha received valuable technical and planning information that city staff would have been unable to gather on their own.

Brooklyn College Trains Young Artists and Celebrates Local Neighborhoods

A summer art course at New York's Brooklyn College has beautified the borough's impoverished Sunset Park neighborhood while helping community teenagers hone their art skills and experience college life. For the past two summers, the Workshop in Public Art has paired 10 to 12 Brooklyn College graduate students with an equal number of local high school students to design and produce murals for public display.

"The college and high school students were all learning to paint murals together," says Assistant Professor Rhoda Andors, who taught the 12-week course in 1998 and 1999. "Students at different skill levels helped one another, and many of the college students were really skilled at helping the younger students."

The mural painting course was a collaboration among Brooklyn College, the Brooklyn College Community Partnership for Research and Learning, and several neighborhood organizations. It was undertaken as part of a larger revitalization effort by the college and its community partners to address both economic development and educational needs in Sunset Park, a neighborhood of 100,000 residents on Brooklyn's waterfront. Sunset Park is home to many first-generation immigrants who have a rich cultural heritage but very low incomes and education levels, says the COPC's Chief Investigator Dr. Nancy Romer. The murals were designed to celebrate the neighborhood's cultural heritage, remove urban blight, and show neighborhood teens that art education can lead to satisfying career opportunities.

In 1998 the class produced an 18-panel mural designed to cover the boarded-up windows of a commercial building with colorful dancing figures that evoke the neighborhood's rich night culture. The second summer's project, a 1,000-square-foot painting featuring fabric patterns from around the world, is now being installed in the lobby of the new Brooklyn Mills Business Incubator. The incubator, developed by the Brooklyn Chamber of Commerce, houses and supports small textile design and production companies.

Each of the graduate students enrolled in the workshop received six credits and $900 in tuition remission from Brooklyn College. The COPC program contributed a total of $30,000 over 2 years to pay for personnel and supplies. High school students, who attended the classes for free, were recruited and supervised by the Hispanic Young People's Alternative (HYPA), a multiservice community organization and longtime COPC partner.

"I can't say that all the HYPA students are going to be artists as a result of this course," says Andors. "But I'm sure the course broadened their knowledge of art, offered them positive role models, and gave them a glimpse of what it's like to attend college."

Andors is also certain that the murals will help advance economic development in Sunset Park because they uplift the neighborhood by celebrating its "spirit and soul." Romer agrees, adding that the business incubator project, in particular, helped Brooklyn College strengthen its relationship with the Sunset Park community.

"As a liberal arts college, our outreach to the local business community has not been central," says Romer. "But the incubator mural has helped our students make a small contribution to the economic development goals the community has set for itself."

For more information, call Dr. Nancy Romer at 718-951-5015.

Hunter College Courses Involve Students in the South Bronx

Before students at Manhattan's Hunter College venture out into the community for internships or community projects, Dr. Lynn Roberts wants them to understand the neighborhoods in which they will work. That is why Roberts, who was a principal investigator of the college's COPC, developed a special course at Hunter through which community members help students take an indepth look at the South Bronx. Based on that knowledge, students then complete a semester-long community project, either on their own or with a neighborhood organization.

"We know that Hunter students have special skills to offer community organizations," says Roberts, whose course attracts students from various disciplines. "But we also know that those skills will only benefit the community if students appreciate the real-world constraints that many community members and organizations face."

More than 100 students have enrolled in Roberts' course, A Multidisciplinary Look at the South Bronx: A Community in the Balance of Hope and Despair, since the COPC sponsored it in 1997. In addition to discussing neighborhood issues with community leaders who visit class meetings, students have completed various community projects in the South Bronx during the past 3 years. For example, some students worked with a business incubator for hip-hop artists, others monitored truck traffic for an environmental group, and one produced a video to educate the public about a controversial development project.

Roberts' course is only a small part of an ongoing initiative, spearheaded by Hunter President David A. Caputo, to strengthen the college's involvement in urban research, policy, and action. Several academic departments have used COPC funds to further these collegewide goals. In the Department of Urban Affairs and Planning, for example, graduate students enrolled in the department's Urban Planning Studio have received $15,000 in COPC funds to complete three projects in the South Bronx during the past 3 years. The studio's most recent project, a student-designed cohousing project for single parents, received a national award from the Association of Collegiate Schools of Planning in 1999.

The cohousing plan, developed in cooperation with Nos Quedamos, a community development organization in the South Bronx, recommended construction of a 30-unit supportive housing project for single mothers that would feature both shared and private space. According to the student plan, half the units in the dwelling would house "transitional" families who would mentor the low-income, at-risk families living in the remaining units. Dr. Susan Turner Meiklejohn, who managed the project, says Nos Quedamos may incorporate the cohousing development into a 250-unit housing project it is now building.

Because COPC funding focused the Urban Planning Studio's community outreach efforts on one geographic locale, faculty and students have been able to develop long-term relationships in the community that have led to additional projects, says Meiklejohn. The department recently received a $12,000 grant from the Fair Employment Guidance Service, a New York City-based job-training organization that will allow graduate planning students to mentor out-of-work young adults in the South Bronx while they work together on neighborhood planning projects.

For more information, contact Dr. Lynn Roberts at 212–481–5110 or Susan Turner Meiklejohn at 212–650–3679.

Education Majors and Their Pupils Reap Benefits From Service Learning

When they enroll in Methods for Language and Academic Development in English, education majors at the University of San Diego (USD) agree to provide 10 hours of private tutoring to local schoolchildren who are learning to speak English. USD faculty members Viviana Alexandrowicz and Edward Kujawa always knew that university students reaped myriad benefits from the course, which has been in existence for 5 years. With help from a small portion of the university's $400,000 COPC grant, they found out recently how much neighborhood children benefit from the tutoring project and how it can be designed to serve them better.

The tutoring project, which is part of a community service continuum within USD's teacher education program, supports ongoing COPC efforts to help young immigrants living in San Diego's Linda Vista community improve their language skills and overall academic performance. It is also part of a broader revitalization effort that provides residents of Linda Vista with legal guidance, business assistance, and health care. Immigrants from Asia and Mexico make up more than 80 percent of Linda Vista's population.

"This course has always had an incredible impact on USD students," says Alexandrowicz. "It changes their lives because many of them have had limited contact with people from other cultures. This is a very important experience for a future teacher, especially someone who teaches in San Diego, where 10 or 15 different languages might be spoken in one classroom."

During regular class meetings, students in the methods course learn strategies for teaching reading, writing, mathematics, and science to second-language learners. However, Alexandrowicz says her students take away more than just teaching tips from the course, which involves getting to know and understand an immigrant child, working with teachers at local schools and community agencies, and reflecting in class on the tutoring experience.

"They learn that you don't have to be bilingual to be a nurturing, effective teacher," says Alexandrowicz. "Most important, they gain a tremendous respect for the children and their families. They don't stereotype anymore, and they don't judge superficially."

Alexandrowicz says she and Kujawa applied for $14,000 of the COPC funding because they wanted to know if second-language learners were reaping as many benefits from the tutoring sessions as their USD tutors. After receiving the grant in 1998, they hired 9 translators to survey 21 children and their teachers at Linda Vista's Chesterton Elementary School about each child's academic performance and attitudes toward school. Translators surveyed the children before and after they worked with the tutors and compared their answers.

The evaluation found that USD students had positively influenced their pupils' attitudes toward school and their willingness to participate in class. Alexandrowicz says this finding is significant "because, if you have a positive attitude toward reading, you will learn how to read regardless of who is teaching you."

The survey found specific areas in which the tutoring program could be improved, says Alexandrowicz. For example, the evaluation suggested that the 10-hour tutoring program was too brief to significantly impact students' academic performance. Based on this information, Alexandrowicz doubled (from 10 to 20) the number of tutoring hours her students provide each semester. In addition, she used university work-study funds in the fall of 1999 to hire 18 graduate students who would tutor second-language learners for 10 to 20 hours a week throughout the school year. Alexandrowicz is also using COPC funds to develop a manual that she hopes will increase tutors' effectiveness and help other schools establish similar programs.

For more information, contact Viviana Alexandrowicz at 619-260-4121.

Student Questions Help Uncover Causes of Durham's High Unemployment

Student researchers at the University of North Carolina-Chapel Hill (UNC-CH) could not explain why so many residents in the city of Durham and its surrounding county remained unemployed while area employers were having trouble filling job vacancies. To find some answers, the students surveyed local employers, examined the major barriers that residents face in finding and maintaining employment, and identified job-training opportunities available in the community. The UNC-CH/Duke University COPC, which funded the research, is now working to apply student findings to the design of a comprehensive job-training and career-planning initiative that it hopes to carry out in partnership with other local educational institutions.

Historically, Durham, North Carolina's economy was based largely on cigarette manufacturing, which provided a large number of jobs for low-skilled workers. In recent years, most of the cigarette manufacturing plants have closed, and the majority of new employment opportunities in the city require much higher skill levels. Despite the high poverty rates, dilapidated housing, and crime in southwest central Durham, one of the strengths of the area is the residents' commitment to improving their neighborhoods. The UNC-CH project is one of many community revitalization projects in the area.

The students began their research in the summer of 1999. Undergraduates who were enrolled in one of UNC's city planning courses worked with the Durham Chamber of Commerce and the Durham Economic Development Commission to survey 200 area employers about their hiring needs. Students found that local corporations had numerous job openings for which Durham residents could apply. After cataloging the types of available jobs, the students identified and assessed all the local training resources that could prepare local residents for those jobs.

Once this research was completed, students worked in small groups to assess the barriers that might keep local residents from accepting

available jobs, many of which are located about 15 miles from Durham in the region's Research Triangle Park (RTP). Students found, for example, that although some local companies provided onsite daycare those services were not available during second and third shifts, when many entry-level employees would be working. The students also assessed transportation barriers and found that it would take some residents as long as 2 hours to reach RTP by bus, whereas the same trip would take about 20 minutes by car.

COPC staff is now in the process of melding the student research with input from 200 residents in the 6 neighborhoods that comprise the COPC target area. A professor in the School of Public Health at UNC was funded by COPC to ask the residents about their employment and the jobs they would like to hold. Using input from both the employers and the potential employees, the COPC and its community partners plan to work with Durham Technical Community College and other local institutions to expand and refine locally available job-training curriculums. To help overcome transportation barriers encountered by city residents, some job-training sessions may be offered at the COPC's computer lab, which is located in downtown Durham.

Once new training opportunities have been identified, the COPC will offer training scholarships to 10 community residents each year. Scholarships will cover the costs of tuition, books, and training-related expenses such as transportation and child care. Eventually, the COPC plans to supplement training programs with career counseling services that will match workers with jobs and offer special guidance to those who are new to the job market.

"Job seekers will need to learn about both the advantages and the consequences associated with different types of careers," suggests Dr. William Rohe, professor of city and regional planning at UNC-CH and principal investigator for the COPC grant. "The goal is not just to employ people but to put trained workers on career paths that lead to a better quality of life."

For more information, contact Dr. William Rohe at 919–962–3077 or Mary Beth Powell at 919–962–3076.

Community in the Classroom

Efforts Build Capacity—Community in the Classroom

Many COPC programs provide noncredit instruction for local residents. Some of these classes and trainings are designed to develop leadership skills and increase the residents' capacity to be effective participants in community revitalization. Others build the management skills necessary to take increasing responsibility in the day-to-day running of a community organization. The classes are offered on campus, in COPC outreach centers, or in the facilities of a community partner. These community in the classroom activities are often linked to the COPC's service provision efforts and are coordinated with other ongoing efforts in the community.

An Overview. Many COPCs are building the capacity of communities through leadership development classes for neighborhood residents. Through several neighborhood leadership institutes held in 1998 and 1999, the **University of Rhode Island** (URI) is responding to the Woodlawn community residents' desire to develop their *leadership skills*. The institutes are enabling a greater number of Woodlawn-area residents to participate in the revitalization of the community.

In another approach to community building, **Trinity College** is increasing the human capacity of local nonprofit providers by *training a new generation of managers and executive directors for nonprofit organizations* in the Greater Hartford area. For several years, the Trinity Center for Neighborhoods has offered a program to help experienced community organizers build their organizational management skills. The curriculum of this comprehensive, 26-week program includes writing, public speaking, finance, reporting, human resource management, and law. Teachers for the workshop-style classes are drawn from Trinity faculty and staff. For example, the college comptroller teaches budget development, financial reporting for tax-exempt nonprofit organizations, and audit preparation. Staff of Trinity's adult individualized degree program provide personal career and educational counseling. The program enables Trinity's many nonprofit community partners to promote from within. It is building a reserve of dedicated leadership with experience in both organizing and administration.

Part of **Fayetteville State University's** (FSU's) ambitious community effort to revitalize the university's neighborhood includes building a business incubator. When the business incubator opens later this year, the COPC will offer a full schedule of *training programs for community leaders, local businesses, and nonprofit organizations.* The business incubator fits into the master plan for the area, which FSU developed with local residents in 1997 to help reverse the neighborhood's 30-year decline due to crime, poor investments, and abandonment.

Impact of Community in the Classroom Programs. The 18 participants in URI's 8-week advanced institute, held in spring 1999, increased their knowledge of community outreach strategies, mediation and negotiation, grant writing, and diversity development. Trinity College is providing hands-on management training for a new generation of experienced and caring organizational leaders. The majority of program participants either have been promoted or have found new jobs. During the program for experienced staff, one of the participants became the executive director of a local nonprofit agency. Retaining and promoting leadership skills and talent within Hartford has had an overall positive effect on the community. Because the local funding agencies had training exclusively for board members, there is no longer a mismatch between the skills of the directors and the board members. The COPC training curriculum also became the impetus to recruiting and retaining capable personnel. FSU's business incubator is expected to create 50 permanent jobs and generate $7.5 million annually in sales.

Program Teaches Cleveland's Leaders How To Collaborate

Almost 400 neighborhood leaders have established strong community networks and learned the value of collaboration through the COPC-supported Neighborhood Leadership Cleveland, a leadership training program presented twice each year by Cleveland State University's Center for Neighborhood Development (CND). The program, established in 1994, helps volunteer leaders learn how to work with others to bring lasting change to their neighborhoods.

"This program doesn't emphasize basic skills, like running a meeting or writing a grant proposal," says CND Director Philip Star. "Instead, it focuses on the role of the leader to facilitate increased community involvement."

Neighborhood Leadership Cleveland is a partnership between CND and the Neighborhood Centers Association (NCA), a local organization of 21 settlement houses and community centers. NCA, concerned about the lack of leadership development taking place within its own organization, approached CND for help in preparing local residents to hold positions on the boards of NCA members and other community-based organizations.

Initial funding to develop Neighborhood Leadership Cleveland came from a $50,000 Kellogg Foundation grant to NCA. Subsequently, a $500,000 COPC grant, awarded jointly to Cleveland State and neighboring Case Western Reserve University in 1995, allowed CND and NCA to implement the program in Cleveland's empowerment zone, where the COPC was working to strengthen community development corporations (CDCs). Cleveland State used $160,000 in COPC funds, leveraged with $202,000 from Cleveland State, including $80,000 from NCA, to finance the first 2 years of Neighborhood Leadership Cleveland.

Each session of Neighborhood Leadership Cleveland enrolls 35 leaders from neighborhoods both within and outside the empowerment zone. Classes focus on personal issues, such as time management, and community issues, such as the effects of the regional economy and welfare reform on local neighborhoods. Through 12 weekly meetings, each of which includes a sit-down meal, participants get to know one another and work together on various participatory activities. Leaders tour each other's neighborhoods, work in small groups to research critical neighborhood issues, and eventually join the Greater Cleveland Neighborhood Forum, a group of program alumni who meet quarterly to network and collaborate on issue-oriented committees.

"Making these kinds of connections is part of the leadership process," says CND Director Philip Star. "If things are going to change in local communities, leaders must engage others in their work and must encourage neighborhood organizations to be collaborative. Acting as individuals, they are limited in what they can do."

Since the COPC grant ended in 1999, CND has received additional support for Neighborhood Leadership Cleveland from NCA, the Sisters of Charity Foundation of Cleveland, and Neighborhood Progress, Inc. In addition, Cleveland City Council members have allocated $14,400 to send 12 local residents to the classes.

While 25 community leaders have become board members at community organizations since they graduated from Neighborhood Leadership Cleveland, Star says the program has had other more subtle effects on the city's grassroots leaders. "We are not pushing these individuals to be the kind of leaders who singlehandedly solve all the community's problems," says Star. "Instead, our goal is to encourage our graduates to go back to doing the jobs they were doing before they participated in the program and to do those jobs better."

For more information, call Phil Star at 216-687-2241.

Community Leaders Learn About Economic Development at UCLA

More than 10 years ago, the Department of Urban Planning at the University of California, Los Angeles (UCLA) called a meeting of the city's community leaders to ask for recommendations for research topics on which the department should focus its efforts. "The leaders were clear about their needs," recalls urban planning professor Jacqueline Leavitt. "They asked, emphatically, for assistance in the area of economic development." In response, the department established the Community Scholars Program in 1991.

Through the Community Scholars Program, which Leavitt now directs, approximately 10 community and labor leaders visit the campus each year to learn more about economic development and organization, reflect on their ongoing work, and share their real-life experiences with students. For two academic quarters, scholars attend and participate in lectures given by urban planning faculty and invited visitors. During the first quarter, they also meet biweekly with other program participants to network and develop a collective research project on which scholars and graduate students will work during the second quarter. The research project is always developed in concert with local organizations.

Community Scholars often bring their research findings back to the community organizations and groups with which they work. Research findings also have led to reports that have been used to provide background information for community initiatives and to establish local institutions. For example, a 1991 report on how tourism dollars could be directed to poor communities motivated labor unions and foundations to establish the Tourism Industry Development Council, now called the Los Angeles Alliance for a New Economy, which became the leader in the local living wage campaign.

The Community Scholars Program was initially supported by a $25,000 seed grant from the Rockefeller Foundation and was sustained from 1994 to 1997 by a portion of UCLA's $550,000 COPC grant and a $10,000-a-year contribution from UCLA's Center for Labor Research and Education. UCLA demonstrates its strong commitment to the program by continuing to support the program through the Center for Labor Research and Education and the Department of Urban Planning.

While the Community Scholars Program has provided valuable research to cash-strapped community organizations and helped community scholars hone their development skills, it also has been immensely beneficial to UCLA graduate students, says Leavitt. "Scholars bring a practical knowledge to these projects that the graduate students wouldn't get otherwise," says Leavitt. "They are able to provide entree into various community agencies that help students do their research. As a result of the relationships forged in the program, students frequently find internships and jobs after graduation with organizations that have had representatives in the program."

For more information, call Dr. Jacqueline Leavitt at 310–825–4380.

COPC Increases Capacity for Self-Governance Among Colonias Residents

Low-income residents of small communities in southern Texas usually are more concerned about providing for themselves and their families than getting involved in local affairs. However, after working with graduate students at the University of Texas-Austin (UT-Austin), residents of El Cenizo, a small community located 17 miles from Laredo, Texas, have taken an active role in identifying important community issues and developing plans to address those issues.

Unincorporated rural subdivisions like El Cenizo, referred to simply as the colonias, are scattered along the 1,000-mile border between Texas and Mexico. These communities typically lack basic infrastructure and adequate housing and are managed, with limited resources, by local officials who have had little training or experience, according to Miguel Guajardo, project coordinator for the Urban Issues Program (UIP), UT-Austin's COPC. To complicate matters further, the colonias have few public institutions through which local citizens can work together to solve community problems.

Responding to resident frustrations with their local government, the Texas Low

Income Housing Information Service (TxLIHIS) asked UIP to help El Cenizo develop a greater capacity for self-governance. In a series of initial community meetings and discussions, residents identified three priority areas on which they wanted to focus: infrastructure, budgeting and finance, and youth development. They agreed to work with seven UT-Austin graduate students, enrolled in a university service-learning course, to conduct research in each area. The students came from the university's public affairs, community and regional planning, and Latin American studies programs.

Each week during the spring 1998 semester, the UT-Austin students made the 4-hour car trip to El Cenizo, where they organized and invited local residents to participate in three working groups. Through these working groups, established in each of the priority areas, UT-Austin students taught residents how to conduct research, develop budgets, and locate information resources that would help them meet their community-building goals.

The Youth Development work group offered more than a dozen young people an opportunity to participate in various community-building activities. These people helped develop a leadership-training conference on local issues and gave community presentations on development, governance, and infrastructure issues. They also helped create a community newsletter that publicized the project's work, and they wrote a bilingual handbook that focused on issues in the three priority areas. Several months after the project ended, members of the youth group participated in a UIP-sponsored retreat in Austin and presented their work to youth groups from other cities. "This process created the space for youth and community members to present and exchange information, but it also allowed for them to develop their skills in public speaking, preparing presentations, and developing meeting agendas," wrote Guajardo and UIP Director Robert H. Wilson in an unpublished paper about the project (forthcoming in *Cityscape*).

Although UIP's involvement in the colonia's project is over, TxLIHIS and the Texas Interfaith Education Fund continue to use other funds to work directly with the colonias.

For more information, contact Bob Wilson, Director of UIP, at 512–475–7906 or rwilson@mail.utexas.edu.

Applied Research

Partnerships Connect Academics to Community—Applied Research

COPC schools also engage their research skills in service to the communities with which they work. IHEs are carrying out specific, defined, and pragmatic data collection, analysis, and reporting that inform and guide efforts to improve conditions within communities. With universities using their extensive research capacity responsively and flexibly, research has become an aid to planning and a guide to effective action. The applied research activities are often coordinated with other COPC programs to work as part of the larger effort to help revitalize communities.

An Overview. As with other COPC efforts, universities are using their research capacity to develop and nurture partnerships with local organizations. **UT-K** has developed a model program for participatory research to aid in community development work. The university partners include a dozen entities (for example, CBOs in the Knoxville EZ, environmental health coalitions in Oak Ridge communities, and nonprofit organizations such as the Heifer Project International). The program *trains community members to take part in planning and research activities* while helping them lay the groundwork for future action and sustainable change. The approach is based on the idea that although research findings help a community to communicate its immediate agenda, training community members in the methods and uses of research supports long-term change. These and other UT-K efforts develop models for how universities can form partnerships with residents.

Other applied research activities include local public and private entities approaching universities for their assistance and professional guidance. In 1999, the Memphis Housing Authority (MHA) approached the **University of Memphis's** Center for Urban Research and Extension (CURE) to facilitate its own transformation. In the past, the MHA had been troubled by charges of poor management and corruption, but new agency leadership wanted to launch a full-scale *strategic planning process.* Such a process, it was hoped, would foster participation from various parts of the divided community, gain buy-in from all stakeholders, and forge consensus on a new plan to move ahead. Subsequently, the CURE team designed a strategic planning process. The team, composed of a university professor and a graduate student recorder, facilitated meetings of various groups and helped them formulate recommendations. CURE visited other cities to compile a report on best practices in public housing as a guide to discussion.

Sometimes COPC research simply makes it possible to get an issue on the agenda. This was the case when **Clemson University** carried out a *study of employment transportation needs* in the West Greenville community. Lack of public transportation access in West Greenville was confirmed after an employment transportation study by the Clemson COPC brought the issue to the attention of local government. Nearly half (49 percent) of residents responding to the Clemson survey said that transportation is an obstacle to their finding and keeping a job. More than half (58 percent) reported that they had lost a job or had to resign due to lack of adequate transportation. Two-thirds of responding employers said that at least some of their employees have difficulty getting back and forth from work, and one-half indicated that lack of transportation limits the pool of potential employees.

Other COPC research has helped improve local neighborhoods through applied research on local community and safety concerns. Through its Center for Community Economic Development (CCED), the **University of Massachusetts Boston** contributed research and technical resources to the surrounding community. CCED, a collaboration of the university and the community, conducted a *project to assist area CBOs in developing a database* that included residential, traffic, and land use information as well as economic, demographic, and environmental data. CBOs received copies of software to use the database. A university professor provided five sessions of training for the CBOs on how to use the mapping software and database as tools for their education and organizing efforts. The database and maps support the master planning process underway in the neighborhood, which is crucial for the neighborhood's revitalization.

Students and faculty from the Center for Community Development and Family Policy (CCDFP) at the **University of Delaware** have been actively integrating academic coursework into applied research and technical assistance projects in the Wilmington community. As part of a larger effort that focused on neighborhood beautification, youth employment, and public safety, staff and students are working with the Latin American Community Center to compile a *housing inventory* in the Hilltop neighborhood. To improve a new community policing program, the CCDFP conducted a random survey of residents to determine citizen views on neighborhood safety, neighborhood problems, and police services. After the survey, the CCDFP analyzed the results of the city's six police precincts to pinpoint neighborhood differences in responses. The center issued a report and is conducting a followup survey to determine if anything has changed. The Community Development Resource Center, along with graduate students, is also assisting the city in its consolidated planning process to enable Wilmington neighborhoods to pinpoint priority areas needing funds.

Impact of Applied Research. COPC's applied research activities address community problems of immediate concern. Because the research is broadly participatory, these activities increase long-term community capacity. The University of Tennessee's model for participatory research lays the groundwork for long-term efforts and sustainable change. The University of Memphis' expert design and hands-on implementation of a planning process for MHA helped that agency renew its institutional relationships, form new partnerships, and tap new resources. And, although specific solutions have not yet been crafted, the Clemson study has publicly documented the seriousness of the transportation problem in West Greenville and provided a common frame of reference with which employers and residents needing transportation can work toward a resolution. CCED is strengthening its community relationships by providing information to community organizations to help them better serve their clients. Other partners in the training—the Campaign to Protect Chinatown and the Chinese Progressive Association—plan to use the maps generated by the center to present development issues to resident meetings they are organizing. Because of the availability of the maps as resources, one of the partners has the ability to collect data on noise in the neighborhood and will map the data through the center. As a result of the University of Delaware's efforts and strong presence in downtown Wilmington, CCDFP reports that many public and nonprofit entities are seeking research expertise from the center.

University Helps Attract High-Tech Businesses to Its Downtown Neighborhood

When the first shopping mall in Huntington, West Virginia, opened 30 years ago on the freeway outside of town, shoppers flocked to it and found little reason to venture into the city's once-thriving downtown commercial district. Now, economic decline in the downtown area is being reversed by another shopping innovation called e-commerce, which is being conducted on the Internet from Huntington's once-vacant commercial buildings.

Marshall University, located adjacent to Huntington's five-block commercial corridor, has been working for several years to attract high-tech firms to the city. The initiative has been funded by the university's $500,000 COPC grant, awarded in 1995, and matching funds totaling $603,597 from the university and its local partners. Those partners include the city of Huntington, the Huntington Area Development Council, the Huntington Main Street Association, the Herald Dispatch newspaper, and various community organizations. Additional funding came from a $100,000 HUD Institutionalization Grant in 1997.

Huntington's economic development initiative began with the installation of fiber optic cable in the commercial corridor that has helped attract telemarketing firms to downtown street-level offices. More recently, all of the corridor's buildings were rewired for computer networking and high-speed data communications to attract Internet service providers and e-merchants to the second-story commercial space.

Marshall's Small Business Institute (SBI) has been involved in the high-tech initiative from the outset. As part of their classwork, SBI students performed a feasibility study to help project partners determine if they should proceed with their efforts to draw firms to the city. Later, an SBI professor prepared real estate cost analyses and developed architectural renderings for five potential upper-story tenants who could not afford to do the work themselves. SBI students working on another class project surveyed local professionals to assess their readiness for high-speed data communications.

EZNET Total Access, a West Virginia Internet service provider, was the first high-tech firm to move into the upper-story space of the Caldwell Building, a newly renovated downtown office building. Now the company carries a Web page (http://ezwv.com/caldwell/) on its Internet server aimed at attracting other e-merchants to Huntington. The site advertises and offers a virtual tour of the Caldwell Building, including EZNET's skylit offices. Landlords and local businesses want to upgrade the site to include virtual tours of the entire 1 million square feet of upper-story office space available in downtown Huntington. Graduate students from Marshall's Geography Department have laid the groundwork for that potential expansion by developing an extensive database that provides detailed information about specific buildings and their neighborhoods.

In addition to revitalizing Huntington's downtown, the economic development initiative has provided an invaluable opportunity for Marshall students, says Dr. Larry D. Kyle, assistant dean for Marshall University's Division of Continuing Education and Economic Development and principal investigator for the COPC. "The students had a chance to work in the real world," he says. "And they're starting to see direct results based on what they've done."

For more information, contact Dr. Larry Kyle at 304–696–3093.

Minority Students Serve Community Through COPC Program

A COPC-sponsored Minority Doctoral Development Program (MDDP) at the University of Nebraska at Omaha (UNO) is helping two university students pursue their doctoral studies, earn a living, and make an impact on the city's enterprise community (EC). MDDP complements a wide array of efforts currently helping to revitalize the distressed EC. While the EC has a culturally diverse population, the area suffers from pervasive poverty, population loss, and general distress. During the past 2 years, the university's COPC has spent $30,000 to supplement the incomes of two African-American students while they work with community-based agencies and go to school without paying tuition.

"Our goal is to encourage minority professionals in the Omaha area to pursue doctoral studies," says COPC Manager Sara Woods. "We recognize that doctoral programs often are terribly time consuming and can really stretch someone's budget. So we're providing financial support to minority professionals so they can pursue a Ph.D., earn a decent living wage, and apply what they learn to their professional work."

Since 1998 MDDP participant Mark Foxall has directed Project Impact, a crime prevention and interdiction initiative of the U.S. Attorney for Nebraska that is supported by a $35,000 Department of Justice grant. By analyzing local crime patterns, the criminal justice doctoral candidate has been able to identify geographic areas in which a large percentage of Omaha's crimes are being perpetrated by a relatively small number of individuals. Through Project Impact, more than a dozen Federal, State, and local law enforcement agencies target their efforts to these areas of the city. At the same time, crime prevention teams offer a menu of services, through schools and neighborhood groups, to the individuals who are largely responsible for an area's criminal activity.

"It's not just law enforcement coming down hard on habitual offenders," says Woods.

"The program also is offering a way out of criminal behavior for the targeted individuals. As coordinator of Project Impact, Mark serves as a nice bridge between the law enforcement and the prevention people."

Providing minority doctoral students with meaningful exposure to community partners has always been an MDDP goal. For example, Greg DeLone, a doctoral candidate in public administration who joined MDDP in 1999, is working with faculty in UNO's criminal justice department and staff at the Omaha Housing Authority (OHA) to study crime and drug use patterns in some of the city's public housing highrises. Results from the study, supported by a $125,000 National Institute of Justice research partnership grant to OHA and UNO, will support the housing authority's efforts to eliminate drug abuse and crime in its residences. "Through MDDP, we've been able to boost the housing authority's efforts, get a student involved in a high-level research project with some direct benefit to the community and give him exposure to the different agencies that are involved in an issue in which he has interest and expertise," says Woods.

Each MDDP doctoral candidate receives a $10,000-a-year stipend for 2 years through the COPC, an amount that is supplemented by grant money the students receive through their professional activities. Because both students work for the university, their tuition is paid in full through their employee benefits package.

For more information, contact COPC Director B. J. Reed at 402–554–2625.

Faculty Research Helps Build Capacity of Phoenix Neighborhood

Nineteen faculty members from eight different academic departments at Arizona State University (ASU) came together in 1994 to help residents of Phoenix's Rio Vista neighborhood improve the quality of their lives through economic development, community organizing, and education initiatives. The faculty, three-quarters of whom had never worked in inner-city Phoenix, had been invited to participate in ASU's $580,000 COPC grant by the Morrison Institute for Public Policy, a unit of the university's School of Public Affairs in the College of Public Programs. For the next 4 years, the faculty team would conduct a variety of applied research projects that, according to Institute Director Dr. Rob Melnick, helped build the capacity of one of Phoenix's most underserved neighborhoods.

"Today, Rio Vista is a much more solid, well-organized, visible neighborhood, able to communicate its needs and solve some of its own problems," says Melnick about the community, which spans 4 square miles and houses 2,500 residents.

PROFILES in Applied Research

Economic development is particularly important to the Rio Vista neighborhood, which in 1996 had an unemployment rate that was three times the citywide average. In response to the need for jobs, ASU geography department faculty decided to investigate the extent to which inner-city employers hire local residents. Combing city databases, the faculty members were surprised to find that a significant number of businesses on the edge of Rio Vista were experiencing a labor shortage, while neighborhood residents, many of whom were qualified for the available jobs, were unaware that any openings existed.

"Here you had a case where area employers were going through exotic search strategies to find candidates but they weren't looking in their own backyard," says Melnick. "And, likewise, people in the community who wanted to work really had little information to connect them with the jobs."

As a result of the COPC research, the city of Phoenix dedicated almost $350,000 of its Enterprise Community funds to underwrite the Job Linkages Action Plan, a long-term strategy to restructure the focus of local job training programs and to improve the linkages between employers and prospective employees.

While most COPC applied research projects have led to community outreach activities, some community outreach activities initiated by ASU's COPC have provided faculty members with the opportunity to conduct research. For example, students in ASU's School of Business provided technical assistance to owners of 15 Rio Vista businesses through one COPC outreach project. Supervised by a business school professor, the students conducted feasibility studies for start-up ventures and developed marketing plans, employee policies and procedures, and accounting systems for established enterprises. In addition to earning the COPC substantial goodwill within the community, the project also provided the supervising faculty member an opportunity to publish a report on the project's wider implications.

"This was a win, win, win," says Melnick. "The local entrepreneurs got a business plan and expert consultation through the faculty member. The MBA students got experience working with real clients, which enriched their learning experience. And, the faculty member got an opportunity to write this up as a research article on how you apply business planning strategies to inner-city economic development."

For more information, contact Dr. Rob Melnick at 602–965–4525.

Chapter 4

Chapter 4: COPCs Institutionalize Community Engagement

Six years after HUD initiated the COPC program, accumulating evidence shows institutionalization of the concept of community partnerships. **University leaders** are making community partnerships a recognized part of IHE missions, and new administrative structures allow for more ambitious collaborations across university departments and with community partners. **Curriculum changes** show increasing recognition of the value of having faculty and students leave the campus to work directly with local residents and community groups. As a result, increasing numbers of faculty and students are actively participating in university-community efforts, creating new and valuable opportunities for applied scholarship. COPC grants provide **seed money**, leveraging substantial and ongoing funding sources that will allow COPC-initiated activities to flourish long after the grant money has been expended. IHEs nationwide are rewarding faculty who pursue university-community partnerships through **revised promotion and tenure criteria**.

The profiles and examples included in this chapter illustrate how the maturation of the COPC program is leading to both major and more incremental institutional change within IHEs. University-community collaboratives prove effective and long lasting as COPCs develop an extensive array of unique partnerships both within their own institutions and among community partners.

Campus Leadership Provides Impetus for Institutional Change

COPC grantees that have the support and backing of the leadership within their IHEs seem to be the most successful at institutionalizing their efforts. The university president's commitment lends credibility and added respect to COPC efforts. With university leadership committed to community engagement, faculty and staff can devote their energies to creating the kinds of long-term, sustainable partnerships that often become part of larger community revitalization efforts.

The IHE's Mission. As long ago as 1968, then-**University of Toledo** President William S. Carlson looked toward a future in which urban universities would assume leadership roles in the social, economic, and cultural development of their communities. He suggested that "the more successful research there is in the city, the greater will be its prosperity." In accordance with this vision of public service, the University of Toledo's mission states, "[A]s a leading development force and center of culture, the University is dedicated to serving the urban region in which it is located with outreach activities, research projects, continuing education programs, and economic development." The current president of the university, Dr. Vik Kapoor, is "recommitting the university to a continued and enhanced role in our community." Through its participation in the Ottawa Coalition, the university is a major institutional anchor in a cooperative effort to stimulate revitalization in targeted neighborhoods.

University-community collaborations have become so important that other IHEs are revising their mission statements and incorporating university-community partnerships into their strategic plans to formalize their commitment. A university's mission provides support and structure for its comprehensive program of research and outreach, and COPC provides the ideal vehicle to help universities integrate research, instruction, and service into the community. The Florida Community Partnership Center (FCPC) at the **University of South Florida** (USF) has been foremost among those advocating that USF become more involved in community partnerships. In 1998 the provost of the university appointed the FCPC director to a task force to develop a comprehensive 5-year strategic plan for the institution. The document stated the importance of the urban mission for the university, discussed a more coordinated approach to neighborhoods, and committed to changing the reward system for faculty and staff engaged in community and public service. Every college is mandated to develop a plan describing how it will participate, and an institutional oversight committee ensures a coherent approach to effectively carry out the urban mission and verify that it is occurring systematically and successfully.

Many urban research campuses within state university systems have flourished in recent years by embracing their distinct communities and missions rather than comparing their status with the older flagship campuses in their states. For example, former Chancellor David Broski wrote in 1998 that "as a leading public institution in a major city, the University of Illinois at Chicago (UIC) has a responsibility and a unique opportunity to contribute to the well-being of Chicago and other metropolitan areas worldwide." That mission has guided UIC's Great Cities Institute, which includes the COPC-supported Neighborhoods Initiative.

Dedicated Leadership by University Presidents. Strong leadership of university presidents is essential to the institutionalization of university-community collaborations. **Florida Atlantic University's** commitment to institutionalize its urban mission and dedication to the community is demonstrated through the leadership of President Anthony Catanese, who was a key player in the creation of the Center for Urban Redevelopment and Empowerment (CURE) and instrumental in getting CURE included in the State University System of Florida's budget as a line item. He remains supportive of CURE, publicly touting the center as the premier outreach program in the university.

University of Vermont (UVM) President Judith Ramaley's experience in developing effective university-community partnerships dates back to her time as president of Portland State University. Since President Ramaley began her tenure at UVM, she has taken a personal interest in developing meaningful engagement between the university and the community. She sees COPC as "one of a small portfolio of complementary efforts to make UVM a model university for the 21st century."

Organizational Changes Within IHEs. COPC grantees nationwide are creating offices within their IHEs to foster university-community partnerships. IHEs are changing the campus culture and instilling a sense of community and collaboration on campus. When President Judith Rodin arrived at the **University of Pennsylvania** in summer 1994, she transferred the reporting line of the Center for Community Partnerships director to both the Vice President for Government, Community, and Public Affairs (a new position she had created) and the provost (the university's chief academic officer). Reporting to the vice president gives the center a universitywide profile with which it is able to catalyze and coordinate resources from across campus. For faculty in particular, reporting to the provost reinforces the academic nature of the center's work. It is through academically based community service—service tied to teaching and research by faculty and students—that the center carries out most of its work. This connection to Penn's core academic mission is critical to sustaining the center's work in the community. The **University of Michigan-Flint's** (UM-F's) University Outreach office—which consists of three separate centers—is also highly visible within the school because it reports directly to the chancellor of the university. The creation of University Outreach as an administrative unit of the three centers was possible, in part, because of the success of the COPC activities and the expanding number of opportunities for partnerships created by the synergy of the three centers coming together.

The **University of Texas-Pan American's** (UT-PA's) commitment to its mission statement—which directs UT-PA to involve "the institution in the community by providing service, programs, continuing education, cultural experience, educational leadership, and expertise to the community-at-large"—has been realized through the establishment of the Center for Entrepreneurship and Economic Development in 1986. Today, UT-PA's public service division, known as CoSERVE, is an entire division of the Office of the President. COPC is considered the permanent center of CoSERVE and is responsible for all colonia outreach activities. **Rowan University** in New Jersey demonstrated its commitment to community outreach by providing the COPC with office space located outside the university in the Camden Empowerment Zone. The COPC staff's daily presence allows high visibility and constant contact with community-based organizations and neighborhood groups in the targeted neighborhoods.

At **Florida Atlantic University**, CURE's work with most of the faculty members involved in applied research and community outreach has led to the formation of the Coalition of University Personnel for Public Service (CUPPS). CUPPS serves as a forum in which university staff involved in community outreach network, share experiences and information, and work to promote better university-community relations. Since its formation, CURE has served as CUPPS' administrative headquarters, providing the resources and infrastructure for networking and communication among its members and with State officials in the department of community affairs, the Governor's State Urban Action Partnership Team, and the board of regents. The legitimacy and reputation of CURE's community outreach agenda provides a marketing and fund-raising tool that further institutionalizes community and university relationships.

Dedicated Staff Positions Foster University-Community Collaborations. Other COPC grantees have institutionalized their university-community efforts by creating positions dedicated to fostering community partnership efforts. In summer 1997, **San Jose State University** began supporting a faculty member on a part-time basis to administer a campuswide Community Service Learning (CSL) coordination office, to expand service learning on campus, and to seek additional external funding. The **University of Rhode Island** (URI) reaffirmed its commitment to urban issues in July 1997 when its president created the position of Special Assistant to the President and Provost for Outreach in his office, which links URI directly to the State's communities. This budgeted position involves serving as interim director of cooperative extension, which has a strong urban emphasis. The special assistant reports directly to the president, demonstrating that URI's support for urban activities extends to the highest levels of leadership within the university.

A United Statewide Voice. COPC grantees recognize the relevance of community partnerships to the central mission of the university and are linking together to create a united voice. The **University of Tennessee, Knoxville** (UT-K) explicitly addresses the importance of university-community collaborations to its mission and invites other IHEs to follow its lead. At the request of UT-K's chancellor, the executive director of the Community Partnership Center (CPC) gave the keynote address—"Community

Engagement as a New Mission for Higher Education"—at a recent meeting of the Tennessee College Association. CPC's executive director also participates in the Tennessee Community University Partnership Program, a new statewide planning committee dedicated to increasing institutional support to community outreach efforts across the State. The intent of the effort is to develop a legislative initiative to fund programs such as COPC in the urban State universities of Tennessee, with CPC offering technical assistance to help establish the new initiatives.

Milwaukee Idea Helps University Institutionalize COPC Activities

During her first speech as chancellor of the University of Wisconsin-Milwaukee (UWM), Nancy L. Zimpher invited her audience to imagine UWM as "a new kind of university, one inextricably linked to its community." Zimpher's invitation was not merely a creative exercise. It reflected the new chancellor's serious intention to bring faculty, staff, students, and community residents together to redefine the university through a process called "The Milwaukee Idea."

Community outreach was not a new concept for UWM when Zimpher inaugurated The Milwaukee Idea in 1998. The university's Center for Urban Initiatives and Research (CUIR) had been organizing university-community collaborations since 1992 and had been administering UWM's $500,000 COPC grant since 1995. With that grant coming to an end, The Milwaukee Idea was a logical next step for UWM because its goal was to integrate community engagement into the very fabric of the university, says Dr. Stephen Percy, who directs CUIR, the COPC, and The Milwaukee Idea.

"UWM's experiences with the COPC project provided valuable insight into planning The Milwaukee Idea," says Percy. "The COPC provided us with a set of community partners who had sufficient appreciation of UWM to join Milwaukee Idea planning groups. COPC also helped us understand how one plans, launches, implements, and evaluates collaborations with community partners."

The Milwaukee Idea officially began in October 1998 when Zimpher convened the "Committee of 100," a group of faculty, staff, and community members charged with soliciting ideas and developing proposals that would make The Milwaukee Idea come alive. Guiding principles for the process required that committee ideas, if implemented, would foster diversity, involve new partnerships, and encourage interdisciplinary relationships between and among the university and the community. "They also had to be big ideas," says Percy. "They had to result in significant and fundamental change to UWM's campus and community."

By March 1999 the Committee of 100 had grown to 200, organized itself into 10 affinity groups, and identified 10 "First Ideas" for UWM's institutional change. Next, teams of 12 to 15 faculty, students, and staff created action plans for each First Idea. Another team of campus and community representatives then evaluated the plans and made recommendations for implementation. Percy says he hopes several ideas will be implemented early in 2000.

UWM's First Ideas touch on almost every facet of university life. They include proposals for a new general education requirement that would celebrate the city's multicultural assets, a consortium that would link the university with local businesses and entrepreneurs, and an institute that would help community partners meet local environmental and public health needs.

No matter what its final outcome, The Milwaukee Idea has already had a significant impact on UWM, says Percy. The idea-development process brought together individuals from across the campus and the community and has helped create new networks and relationships, he says. The Milwaukee Idea also has attracted $6.1 million in funds from several sources, including the university, private donors, the University of Wisconsin System, and the State legislature.

For more information, contact Dr. Stephen Percy at 414-229-5920.

Yale COPC Helps Mobilize University for Long-Term Community Partnerships

Bruce Alexander's 1997 appointment as vice president and director of New Haven and State Affairs at Connecticut's Yale University sent a clear message to university constituents that Yale was serious about playing a more active, long-term role in its home city. Alexander, a national leader in urban revitalization, came to Yale from the Rouse Corporation, where he directed such projects as the South Street Seaport in lower Manhattan and Harborplace in Baltimore. Now, he is working to formalize the kind of university-community partnerships that Yale has been fostering since it received a $580,000 COPC grant in 1994.

"COPC was a rallying point for Yale," says Dr. Cynthia Farrar, assistant vice president for urban policy development in the Office of New Haven and State Affairs, who also codirected the COPC. "COPC did not create our interest in university-community partnerships, but it certainly helped us mobilize folks throughout the university around this idea. Before COPC, Yale's community involvement was plentiful but ad hoc. Now, our partnerships are more focused, comprehensive, sustained, and responsive."

When Yale's COPC grant ended in 1998, several of its major community-outreach efforts became part of a larger, universitywide program called the New Haven Initiative, which was approved by the Yale Trustees in 1994. Coordinated by Alexander's Office of New Haven and State Affairs, the New Haven Initiative seeks to deploy Yale resources to promote economic development, human development, and neighborhood revitalization within New Haven.

Through the initiative, Yale has channeled more of its purchases to city businesses, created academic partnerships with local public schools, and invested funds in several community development projects. It has also institutionalized a partnership, initially established through the COPC, with New Haven's Dwight neighborhood. COPC funds helped Dwight residents complete a major strategic planning effort in 1995, whereas leveraged funds of $2.4 million, also from HUD, financed the establishment of the Greater Dwight Development Corporation (GDDC) in 1996. With help from Yale and the Local Initiatives Support Corporation, GDDC developed a $110 million retail plaza in 1998 that has helped bring commercial activity back to the blighted neighborhood.

Building on the COPC's successes, Yale's Office of New Haven and State Affairs has supported numerous initiatives in Dwight. An interdisciplinary group of faculty and students called the Dwight Consulting Group continues to work with GDDC on various projects, and similar groups are working in other New Haven neighborhoods. The Yale Law School, which helped Dwight residents create GDDC, now serves as legal counsel to the corporation. One of the New Haven Initiative's signature projects—an Employee Homebuyers Program that provides financial rewards to faculty and staff members who buy homes in New Haven—is now being targeted to several at-risk neighborhoods, including Dwight.

"The Dwight experience really informed the way the New Haven Initiative was structured," says Farrar. "Through COPC, we learned to take seriously the agenda of the neighborhood itself and to deploy our resources in a way that supported that agenda."

For more information, contact Dr. Cynthia Farrar at 203–432–4070.

Curriculum Changes Instill Value of Community Engagement

The service provision, curriculum, community in the classroom, and applied research activities described in chapter 3 represent changes in academic curriculum. Because universities incorporate community-based learning activities into their graduate and undergraduate coursework and independent study, COPC concepts and ideals will continue to exist even after the grant has been exhausted.

Universitywide Curriculum Changes. Many COPC grantees are developing and implementing universitywide curriculum changes that reflect their commitment to student engagement with local communities. The **University of Pennsylvania's** strategy is to advance academically based community service—service rooted in and intrinsically tied to teaching and research. In 1995–96 alone, Penn involved 354 students in the community through coursework, with all but one of Penn's 12 schools engaged with the West Philadelphia Improvement Corporation (WEPIC). In the 1996–97 academic year, Penn offered 45 courses to support the university's outreach in West Philadelphia. Additionally, the DeWitt Wallace-Reader's Digest Fund awarded a 3-year, $1 million grant to the center to replicate WEPIC's model of a university-assisted community school at three other universities.

Development of Required Courses. Many universities are incorporating new required courses that reflect their commitment to integrate outreach and university-community collaboration into their permanent curriculum. **URI's** curriculum includes a mandatory course for freshmen that incorporates projects to improve campus and community life and enhances students' understanding of issues that affect people's lives. URI's longstanding commitment can also be seen in its 21st year of a full-credit academic internship program that places students in government and community agencies. Its Center for Service Learning runs the Clearinghouse for Volunteers, which matches students seeking volunteer experiences with community agencies that need help. The **University of Toledo** has also incorporated COPC programs into its permanent curriculum and is proposing curricular innovations to expand its efforts. The Public Administration and Urban Studies Department requires an experiential learning component. A track in nonprofit and volunteer management is being developed as a vehicle for continuing community efforts after the conclusion of the COPC grant. Courses in political science and public administration that generate student participation in the community range from a course on legal rights to a course on housing market dynamics.

Development of Elective Courses. IHEs also have developed elective courses that combine community-based efforts with academic coursework. In 1988 **San Jose State University** (SJSU) established a general education course, *Community Concepts*, in addition to a range of department-based courses in most of its eight colleges. *Community Concepts* combines 80 hours of community service with structured opportunities for students to reflect critically on their experiences and assigned reading through weekly seminars, journals, and papers. This college of education course is cross-listed in many other colleges and departments and is coordinated by an interdisciplinary faculty team from the departments of communication studies, English, and education. The **University of Arkansas at Little Rock** (UALR) has created more than 20 service-learning courses in every college at UALR. Additionally, the freshmen experience curriculum, developed 2 years ago, requires a community service component. As a part of its COPC proposal, the **University of West Florida** included a concentration in sustainable community development consisting of four courses that have been approved by the public administration faculty for inclusion in its master's degree curriculum.

COPC Partners Help Portland State Implement Community-Based Curriculum

By the time it received a $400,000 COPC grant in 1996, Portland State University (PSU) in Oregon had already spent 2 years launching a major educational reform that would make university-community partnerships a primary focus of the university's undergraduate curriculum.

"The general education reform and the COPC were on parallel courses," says COPC Chief Investigator Dr. Patricia Rumer. "In fact, we felt strongly that the groundbreaking work the university was already doing made us a very appropriate recipient for a COPC grant."

Now in its sixth year, PSU's general education reform emphasizes community involvement by faculty and students through various initiatives. The most dramatic initiative requires that all PSU undergraduates enroll in a series of required interdisciplinary courses during their first 3 years. The courses focus on several topics, but all teach communication, appreciation of diversity, critical thinking, and social responsibility. During their final year, students take a 6-credit Capstone course through which they work in interdisciplinary teams to develop strategies that address specific community problems. Faculty members and representatives of neighborhood organizations guide the teams, which involved 1,800 seniors in community projects during the 1999–2000 academic year. New Capstone courses offered in 2000 include women's health services, asset mapping to enhance community building, middle school reading group facilitators, and Web-based multimedia projects for community partners.

Although the COPC was not directly involved in designing or implementing PSU's educational reforms, it has provided the university with a model for community involvement and developed neighborhood partnerships that will continue through the reform effort. Rumer says she is currently working with the university's Center for Academic Excellence to ensure that COPC partners will become involved in the Capstone courses and any other future collaborative activities. The center oversees PSU's educational reforms and community partnerships.

COPC partnerships are already being institutionalized through the Graduate School of Social Work, which has developed a strong relationship with community-based organizations in the Albina Community, where the COPC program focused many of its activities. Social work faculty used $96,600 in COPC funds and a $239,000 PSU match to make major modifications in the school's graduate curriculum, which were approved by the university's faculty senate in 1998. Courses in the Masters of Social Work (MSW) program were revised to reflect a community-centered approach and a focus on partnership and collaboration. A new community-based field-placement component called the Albina Integrative Seminar places 14 students each year in small, community-based agencies in Albina where they work full time and meet weekly with other seminar participants to discuss their experiences.

"In addition to sending social work students to the Portland Public Schools or other larger, more traditional agencies, the school is placing them at sites like the House of Umoja, a small, African-American agency that works with at-risk youth," says Rumer. "This is a really different way of looking at social work training. The School of Social Work is now very committed to the Albina community and to continuing these placements after the HUD funding has ceased."

For more information, contact Brad Robertson at 503–725–3705.

University Institutionalizes Partnerships Through Academic Courses

Community outreach courses at the University of Pennsylvania in Philadelphia are allowing graduate and undergraduate students to view their own academic disciplines through the perspective of West Philadelphia's history, assets, and current challenges. The courses combine rigorous academic course work in diverse areas such as anthropology, history, theater arts, and city planning with community-based research, student-led educational activities, and neighborhood problem-solving exercises.

"We have been able to institutionalize community partnerships by linking outreach work to academic courses that have become permanent parts of our curriculum," says Joann Weeks, associate director of Penn's Center for Community Partnerships (CCP). "Ideally we would love to see every faculty member integrate his or her research and teaching into the community."

CCP, which administers Penn's COPC grant, adds up to 10 new courses each year to the university's catalog by providing curriculum development grants to selected professors. Penn offers approximately 45 of these community-based courses during each academic year, as well as a public interest anthropology track and an urban education minor that both focus on local urban issues. In addition, says Weeks, seven doctoral dissertations and numerous faculty-authored scholarly articles have been based on the center's outreach work.

The new courses run the gamut of subject matter and outreach activity. For example, Classical Studies majors are using their knowledge of ancient Athens to evaluate the problems of modern Philadelphia. Undergraduates taking a particular religious studies course are talking with local church communities about the relationships among West Philadelphia's religious, racial, ethnic, and

economic changes. Environmental studies classes are working with neighborhood youth to identify local brownfield sites and make recommendations on remediation.

CCP grew out of the Penn Program for Public Service, established by the university's School of Arts and Sciences in the mid-1980s to work on community issues with residents of Penn's West Philadelphia neighborhood. The neighborhood, home to more than 200,000 residents, has long been challenged by low income and education levels, housing stock deterioration, and crime.

In 1992, then-Penn President Sheldon Hackney established CCP, which has worked primarily with the local West Philadelphia Partnership and the School District of Philadelphia to develop university-assisted community schools at 13 West Philadelphia sites. In 1994, community partnerships were further institutionalized when current President Judith Rodin established the position of Vice President of Government, Community, and Public Affairs. The vice president reports directly to Rodin and oversees CCP, which used a 1996 COPC grant to expand its activities into a target area that includes the West Philadelphia Empowerment Zone. Penn has other campus-community initiatives, including a "Hire West Philadelphia" program that addresses the employment needs of campus retail businesses and a "Buy West Philadelphia" program through which Penn made $42 million in local purchases last year.

"As an urban university, Penn realizes that it has to help address broader community issues," says Weeks. "If we collaborate with our community to solve real-world problems and that work gets rooted in our scholarship and our teaching, then we will do better scholarship and better teaching."

For more information, contact Joann Weeks at 215–898–0240.

COPCs Leverage Substantial Resources To Continue To Expand Efforts

Grantees are institutionalizing their efforts, both within their IHEs and the neighborhoods in which they work, by using their COPC funds to leverage additional financial resources. COPC grantees tap into revenue from national foundations, local governments, and large corporations. IHEs are also committing to university-community efforts through dedicated funding sources within their own institutions. Some IHEs are creating revenue for university-community work by developing endowment funds, and many have internal grants funded by the institutions. The support from these sources augments the COPC grants in their initial years and helps ensure that programs endure as part of the institution and neighborhood long after the impetus provided by the grants. Using their COPC grants as leverage, COPCs have raised more than $50 million in non-Federal matching dollars.

Budget Line Items Guarantee Baseline Funding. COPCs also tap into their universities' financial resources. Some universities dedicate a budget line item to COPC efforts, guaranteeing baseline annual funding for university-community efforts. In fiscal year (FY) 1999, for the first time since its establishment in 1994, the **University of Tennessee, Knoxville's** CPC received funding from the State's allocation to the university. The FY 2000 University of Tennessee budget includes a dedicated line of $50,000 for CPC, showing support from the highest levels of the administration in a time of zero budget growth for the university. Similarly, the president of **Florida Atlantic University** (FAU) was instrumental in getting CURE into the University's budget as a line item.

Endowment Fund. In a different approach to raising funds within the university, **FAU's** strategy to institutionalize community and university partnerships is to launch an endowment fund that will be administered by the FAU Foundation. An endowment advisory group is being developed to plan the launch of the endowment. Currently CURE maintains an account with the Foundation for financial donations and contributions to support activities or to pay for services. CURE has been successful in raising funds to underwrite special events such as workshops, conferences, internships, and outreach activities. CURE also nurtures good working relationships with area banks, some of which have contributed financially.

Internal Grants for University-Community Work. Other COPCs have employed different strategies to attract university resources to their efforts. The campus culture at the **University of Arkansas at Little Rock** encourages active involvement of faculty, staff, and students in the life of the community. Internal funding mechanisms, such as the Community-University Partnership Grants and Service Learning Grants, were established to provide funds for faculty to work in community initiatives or to develop service-learning courses. The grants are funded entirely from private dollars, through a private local foundation and two local families. **Temple University** offers grants to its more experienced faculty that allow for research and practice in communities, working with students and community partners

Community Efforts Reflected in New Faculty and Staff Incentives

The value of university-community collaborations and their transformative effects on the universities are also being reflected in new and changing incentives for faculty and staff. Some universities take into account the important work that faculty and staff are doing with local communities as a basis for promotion and tenure decisions, while others provide professional development opportunities related to community involvement.

Promotion and Tenure Requirements. A number of colleges and universities support and reward faculty for participating in community-centered activities. The **University of Illinois at Urbana-Champaign** has guidelines for promotion and tenure that strongly support public scholarship. In the last 2 years, two urban planning faculty members who are key to the COPC-supported East St. Louis Action Research Project have been promoted—their work in East St. Louis comprising substantial parts of their portfolios. They helped build the partnership, conducted applied research, redesigned their courses to include work with the community, and then wrote extensively in scholarly and professional journals about these new methods of teaching and neighborhood revitalization. Faculty at the **University of California, Davis** are promoted based on research, teaching, professional activity, and public service. The academic personnel manual states, "Services by members of the faculty to the community, state, and nation both in their special capacities as scholars and in areas beyond those special capacities as scholars, when the work is done at a sufficiently high level and of sufficiently higher quality, should likewise be recognized as evidence for promotion." Promotion and tenure standards at the **University of Toledo** include a minimum 10-percent commitment of time to university-community service. Additionally, Toledo faculty are getting rewards for their work with communities. The College of Business Administration gives the Brunner Service Award each year to a Toledo faculty member who excels in service with emphasis on community involvement.

Although most universities consider service to be less significant than teaching and research in the tenure promotion process, the **University of Delaware** ranks teaching, research, and service equally. Whereas faculty at most IHEs have 10-month contracts, Delaware signs tenured faculty to 1-year contracts, with 2 months dedicated exclusively to service. A system of faculty rewards and incentives also reinforces the importance of partnerships with communities at **Indiana University/Purdue University-Indianapolis** (IUPUI). To be promoted and tenured, faculty members are evaluated in three categories: teaching, research, and service. IUPUI now emphasizes a balanced approach to tenure and promotion for faculty members who rank high in all three areas. Long recognized as one of the three specialties that faculty may develop as an area of excellence, community service is becoming a more significant component in the promotion and tenure process.

In addition to what individual universities are doing to encourage faculty members' involvement with the community, a growing national movement is increasing the importance of "the scholarship of engagement." COPC universities are at the forefront of these efforts. An alliance between many of the major higher education associations has established the National Review Board for the Scholarship of Engagement. There is now a clearinghouse through which professors' portfolios of service-learning courses, community-based applied research, and other community-focused work will be rigorously reviewed for promotion and tenure decisions. Twelve COPC universities are contributing reviewers in 2000: Cleveland State University, Indiana University/Purdue University-Indianapolis, Michigan State University, Northeastern University, Portland State University, San Francisco State University, the University of California at Berkeley, the University of Illinois at Urbana-Champaign, the University of Memphis, the University of Michigan, the University of Pennsylvania, and the University of Vermont.

Professional Development. Colleges and universities are providing both time and opportunities for faculty and staff to work on community development efforts with local residents. **Temple University** faculty are given release time for volunteer services related to community and university activities. **Santa Ana College**, a California community college, challenges and rewards its faculty and staff for their innovations and risk-taking efforts to improve the educational outcomes of its disadvantaged students and community members. The college's professional development program offers more than 200 courses and workshops each year to disseminate information about best practices and train faculty in new teaching and learning approaches. The college also supports conferences, travel, and regular sabbatical leaves.

Hiring and Buying Practices. The COPC at the **University of Illinois at Chicago** is developing a process to recruit community residents for university job openings. The COPC receives notification of employment opportunities—primarily openings in the hospital or service sectors—and disseminates them to CBOs that are training residents. The COPC is also working with the university's Office of Access and Equity and the purchasing division to research using community vendors for university catering events. The COPC envisions this effort expanding to local businesses that provide printing and copying services. The Buy in New Haven program is a similar project sponsored by the New Haven Initiative designed to channel more of **Yale University's** purchases to city businesses.

Employee Incentives. As a unique incentive for university employees to live in the COPC focus neighborhood, **Mercer University** provides an equity incentive of 7.5 percent of the purchase price to employees who buy a house in the Central South area of Macon. As part of the New Haven Initiative, **Yale University's** Employee Homebuyer Program helped 280 faculty and staff purchase homes in the city during the first 3 years of the program. In the third phase of the program, announced in December 1997, Yale paid $25,000 over 10 years to each employee who bought and continues to live in a home in one of several neighborhoods surrounding the campus.

New Directions Grantees Look to the Future

HUD awards New Directions grants to previously funded COPCs whose funding cycles have expired, allowing grantees to undertake new projects in their current target neighborhoods or expand successful projects into new target neighborhoods. The New Directions grantees (listed in Chapter 2) further the institutionalization of university-community efforts by building on the partnerships and relationships they developed with their initial COPC grant. The activities undertaken by **UM-Flint** have resulted in a number of models that are being replicated at other sites. Universities hoping to open offices similar to UM-Flint's University Outreach office, which consists of three centers at the university committed to university-community relationships, have studied UM-Flint's business development activities and the administrative and operational structure of University Outreach. The New Directions grant allows UM-Flint to expand the partnerships developed during its initial COPC grant by continuing a relationship with children that began with service-learning courses in the local elementary schools. UM-Flint tracks the children as they move through elementary school to middle school and high school.

In its New Directions application, the **Pratt Institute** described how the New Directions grant would allow it to "continue to expand linkages between the academic resources of our graduate planning program and the professional resources of our technical assistance staff, and between our programs and community-based organizations across the city." Pratt is now targeting new neighborhoods and implementing a holistic neighborhoodwide approach to community development. The **University of Tennessee, Knoxville** is not only using its New Directions grant to implement new initiatives in the Knoxville Empowerment Zone, but it is also participating in a statewide coalition to develop a proposal for State funding for COPCs.

HUD's commitment to these COPC partnerships is helping transform both communities and universities. The institutionalization of university-community partnerships within IHEs means the creation of permanent structures that will enable COPC values and partnerships to endure long beyond the initial grant. This institutionalization—as demonstrated by the commitment of university presidents, changes in curriculum, leveraged resources, faculty and staff incentives, and efforts undertaken through New Directions grants—is dramatically altering the way universities operate while they continue to help revitalize communities.

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NOTES

[1] In consortium with Columbia University and City College of New York.

[2] In consortium with Cleveland State University and Cuyahoga Community College.

[3] In consortium with Barnard College and Columbia University.

[4] In consortium with Case Western Reserve University and Cuyahoga Community College.

[5] In consortium with University of North Carolina-Chapel Hill.

[6] In consortium with Northern Virginia Community College.

[7] In consortium with Georgia State University.

[8] In consortium with Georgia Institute of Technology.

[9] In consortium with University of Minnesota and Metropolitan State University.

[10] In consortium with University of Minnesota and Macalester College.

[11] In consortium with University of Michigan and Wayne State University.

[12] In consortium with University of California, Berkeley and Stanford University.

[13] In consortium with University of California, Irvine.

[14] In consortium with Springfield Technical College and American International College.

[15] In consortium with Miles College and Lawson State Community College.

[16] In consortium with San Francisco State University and Stanford University.

[17] In consortium with Delaware Technical and Community College.

[18] In consortium with Santa Fe Community College.

[19] In consortium with Bunker Hill Community College and Roxbury Community College.

[20] In consortium with LeMoyne Owen College.

[21] In consortium with Michigan State University and Wayne State University.

[22] In consortium with Macalester College and Metropolitan State University.

[23] In consortium with Duke University.

[24] In consortium with Rhode Island School of Design and Roger Williams University.

[25] In consortium with Milwaukee Area Technical College.

[26] In consortium with Michigan State University and University of Michigan.

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